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September,
1913



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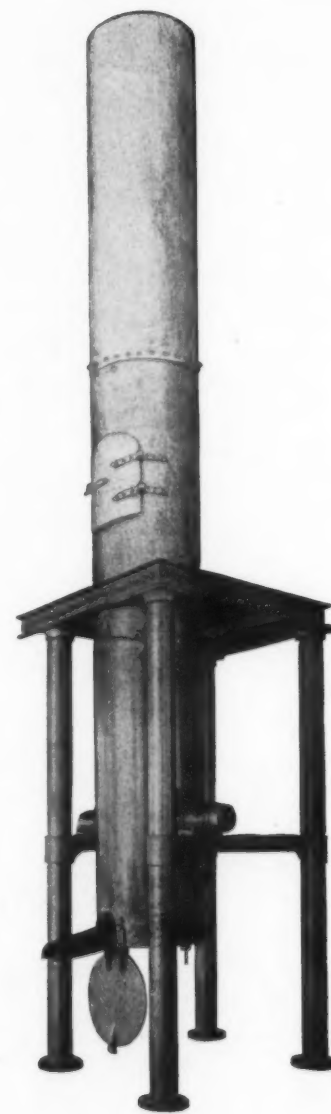
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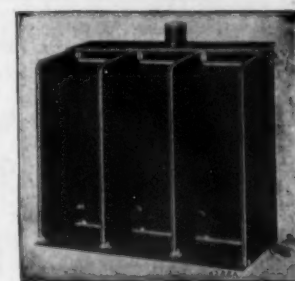
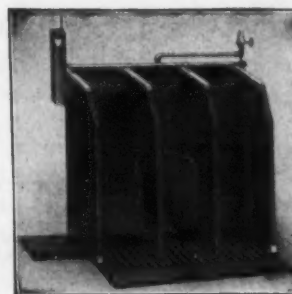


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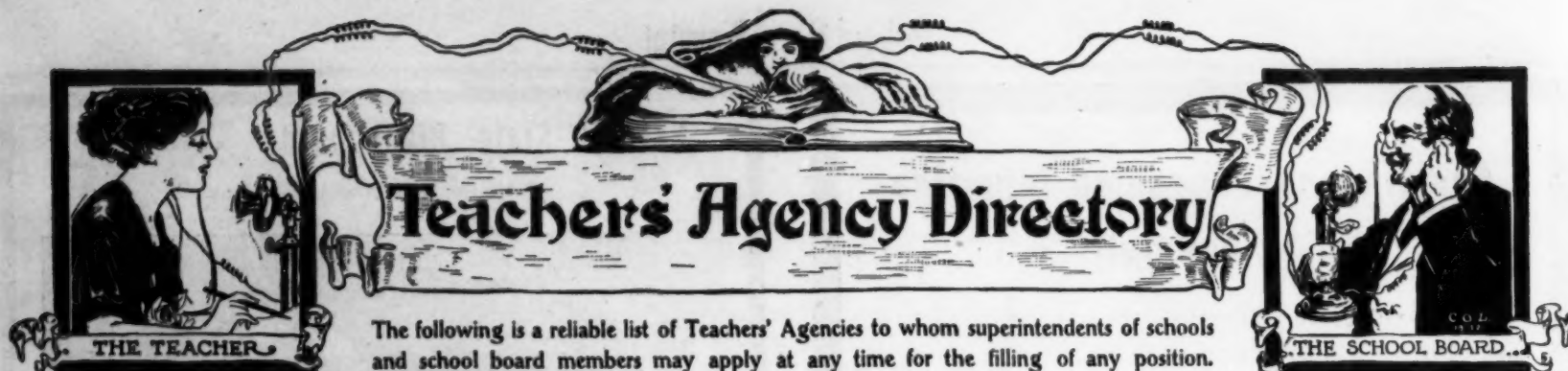
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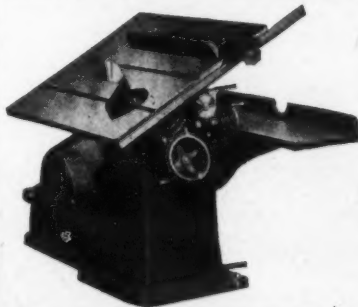
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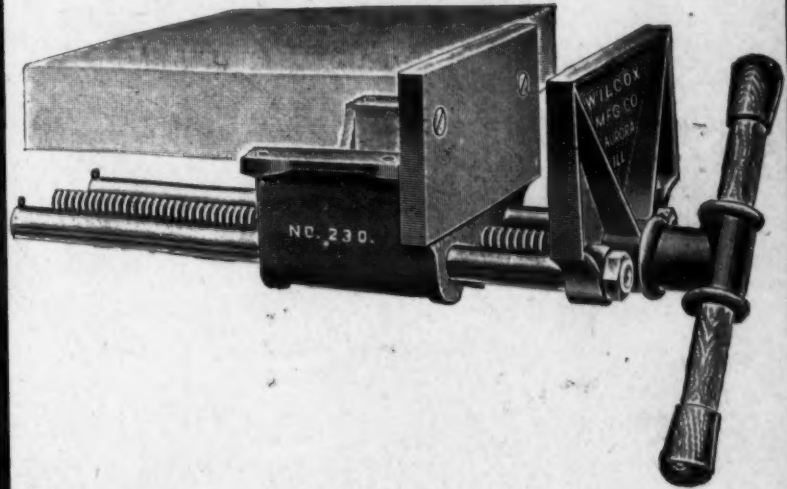
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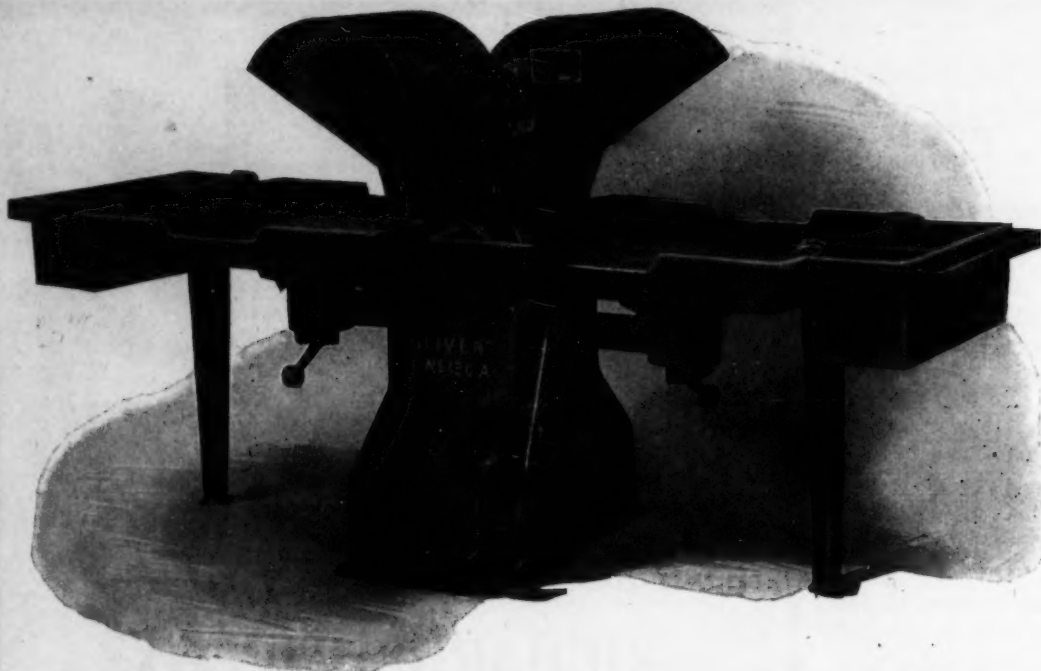
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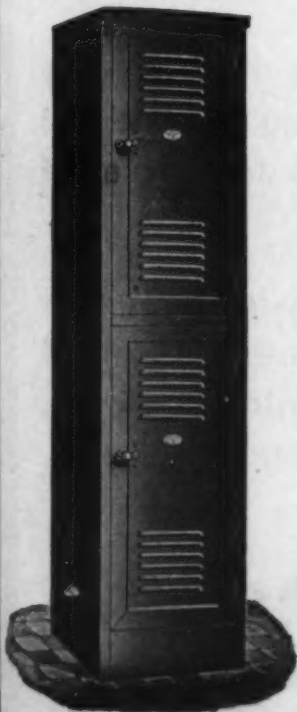


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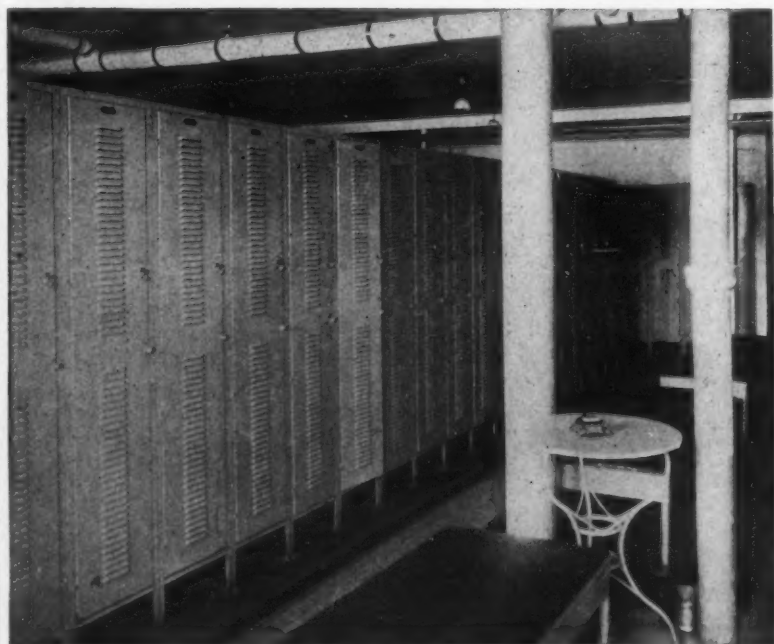
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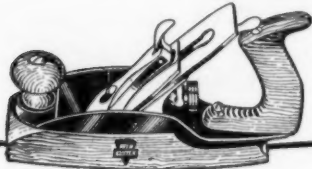
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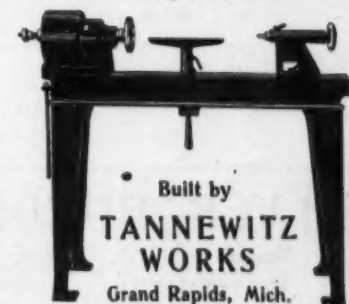
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CHICAGO, ILL.

School Board Journal

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"THE DOORKEEPER."

The Children's Safety Crusade in New York

By WILLIAM H. TOLMAN, Director The American Museum of Safety.



In pioneer days the two dangers to children were the attacks of Indians and wild beasts; in other respects their lives were uneventful and the family of necessity, was self-contained and kept together. There was no communal life. The children of the pioneers were taught to keep their eyes and ears open for possible dangers lurking behind trees and bushes; caution and safety became instinctive and this gave the child self-control in the face of any emergency. The slowness of the pioneer life has given way to the lightning speed of today. Steam and electricity have taken the place of the Indian and wild beast, but the child's mind has not been re-adjusted to the peril of swift moving cars, wagons and automobiles. In addition, lack of municipal foresight has failed to provide adequate parks and playgrounds as centers of recreation and play for the boys and girls.

In classic times the whole city of Athens was plunged into grief and mourning on the occasion of the selection of seven youths and maidens, sacrificial victims to the monster Minotaur.

Last year New York City sacrificed one child every two days to the monster of reckless speed, indifference and ignorance. The problem of a lessened birth rate while serious in American cities, is equalled in importance, it seems to me, by the necessity for the conservation of the lives of children already entrusted to our care. Is it not a false policy to agitate for an increased birth rate only to turn about and destroy lives already created?

In this matter it has been felt that America could profit by the example of Germany, which is educating her school-children in safety and hygiene and preparing them for the actual conditions they must meet when they have exchanged the classroom for the shop and factory. The educational methods adopted by Germany include special loan exhibits to the schools from the great German Museums of Safety; school visits to the museum, where the life-saving and health-promoting devices are carefully demonstrated and explained to the children; and instructions in safety and hygiene as a part of the regular school curriculum.

The Beginning of the Movement.

In the summer of 1912, the American Museum of Safety requested from the New York Board of Education permission for classes from the vacation schools in charge of their teachers to meet at the Museum for talks and demonstrations on "accident prevention" with particular reference to avoiding the perils of street traffic. Dr. William H. Maxwell gave the necessary authority.

The responsiveness of the children and the endorsement of their teachers of the talks on safety and caution with demonstrations of devices clearly indicated the success of the experiment. The children eagerly absorbed the instruction given them and answered with intelligence the questions asked them with a view of determining their understanding of the uses and purposes of the various devices explained.

In the fall of 1912, the Museum of Safety offered to carry its work into the schools, that all of the 785,000 public-school children might receive the benefits of this special instruction. The Board of Superintendents of the public schools of New York City were heartily in favor of the plan, and after formal deliberation submitted a resolution to the Committee on Elementary Schools, asking permission of the Board of Education to co-operate with the Museum for the purpose of reducing accidents among the school-children.

This resolution was promptly endorsed by the committee, and by it submitted to the Board of Education with the recommendation that the request of the Board of Superintendents be granted.

"Resolved, That permission be, and it is hereby, granted to the Board of Superintendents to make arrangements with The American Museum of Safety for co-operation between the schools and said Museum, for the purpose of reducing the yearly loss of life and limb among the children attending the schools of the City of New York."

The Dangers of City Streets.

In connection with this resolution, Associate City Superintendent Straubenmueller presented a special report:

"In the year 1911, 423 persons in this city were killed by vehicles. The death-toll was 13 per cent higher than in 1910. During the same period 2,004 persons were injured by vehicles. For the nine months ending September 1, 1912, there were killed on the streets of New York City by vehicles 339 persons. Of this number, 117 deaths were due to wagons, 86 to street-cars, and 136 to automobiles. Of those killed the greater number were children.

The very rapid growth of the modern large city, unexpected and unprovided for, has deprived the children of yards and playgrounds. The street of the city is in many sections the only available play place. To this fact as much as anything else is due the great daily sacrifice in life and limb. The great industrial and commercial development within the confines of the modern large city has reduced to a minimum the moral dangers of the street, and increased to an alarming extent the physical dangers. The rapid growth of the modern large city has forced many problems on to us which call for solution, but probably none calls more urgently nor more immediately for solution than the problems of the protection of life and limb of children as well as adults."

The American Museum of Safety has trained lecturers in the field who visit the schools and speak to the assembled children on the subject of caution and how to avoid the dangers that lie in wait for them in the streets and elsewhere.

The Museum is also ready to inaugurate a system of traveling exhibits illustrative of dangers to eye, ear, throat, etc., and to welcome teachers and pupils at the Museum.

How the Campaign is Conducted.

The pupils have met usually in the assembly rooms of the schools; sometimes these audiences have been very large, numbering as many as 2,500 boys and girls.

In other cases, where the schools have had no assembly rooms, several classrooms have been thrown together by opening the dividing doors. Where this arrangement has not been possible, the lecturers have had to visit the classrooms in turn.

At several of the schools visited where there was no room suitable for assembling the children, the lecture was given in the basement of the building, and, again, in the playground connected with the school.

At the close of each talk "Safety" buttons bearing the insignium of The American Museum of Safety were left with the principal of the school for distribution among the children. The wearing of this button makes the child a member of the Museum's Safety League and serves to keep the lessons of the talk fresh in mind. Badges of a little better quality and of a different design have been presented to the teachers and to the pupils of the higher grades.

The buttons have been followed by safety leaflets, or stories, on the special dangers of street-cars, electricity, gas, automobiles, and matches. Both text and illustrations are adapted to the comprehension of the children, who have appeared to be delighted with them.

Not only were the public schools included in this educational campaign for safety, but also the parochial and private schools which add at least 150,000 boys and girls to the 785,000 children in the regular public school system.

To date, the Museum lecturers have reached 414,121 children in the public, parochial and Children's Aid Society schools. It is interesting to note here that the children in the last mentioned schools offer a most fertile field for this educational work. They are the children of foreigners, mostly Italians, and some of them of foreign birth themselves. It is the aim of the officers and teachers of the Children's Aid Society to instill American ideas in these children, in addition to teaching them the English language and preparing them for the regular schools. These schools are charitable as well as educational centers, and carry relief into the homes of the pupils where there is sickness or great poverty.

Damage Suits and Accidents.

In some of the densely populated sections conversation with the principals of schools has disclosed the fact that many accident cases are "faked" by parents, who deliberately expose their children to danger or swear that the children have been injured, securing the assistance of false witnesses and of shyster lawyers, to substantiate their claims for "damages" upon the public-service corporations. In some instances, teachers have been approached by these "lawyers" for testimony to strengthen their claims, even when the testimony desired bore not the slightest relation to the facts as the teacher knew them.

In the talks given by the Museum lecturers honesty and integrity of character are strongly impressed upon the children in connection with their actions upon the streets. Thus far, every principal has been found to be in heartiest accord with the work, believing that it will have beneficial results not only with the children, but upon the neighborhoods from which they are drawn.

The following selections from letters written by the children themselves testify eloquently to the manner in which the safety instruction has been received by them:

I thank you for all that you have told us about the cars. I look both ways before crossing the street. I am forever thinking about it. I always look on my button. I wish you would come again.

Your little friend,
MATHILDA PANSKY.

All the girls like the button. Thank you also for the story-books that you sent us. I told my mother to be careful using the gas range, to open it before lighting the oven.

Your little friend,
REBECCA LINSKY.

I told my brother not to hitch on wagons. I never thought so much about the dangers before. Whenever I cross the streets my button reminds me of the cars.

SOPHIE SASKONIN.

TEACHERS' SUPERVISORY COUNCILS

By WILLIAM C. RUEDIGER, The George Washington University, Washington, D. C.

Professor E. C. Elliott's part of the New York School Inquiry Report brings forward again the subject of teachers' councils. Professor Elliott thinks that certain phases of New York's complex educational situation can be adequately met only by the establishment of a supervisory council, and he recommends:

"That appropriate steps be taken to secure the creation of a Supervisory Council to be composed of the City Superintendent, all of the district superintendents, and a selected number of directors, principals of training schools, principals of high schools, principals of elementary schools, and representatives from the teaching staff in the various types and grades of schools.

"To this Supervisory Council should be given general powers and directions with regard to programs of study, and all other essential matters relating to the methods and standards of instruction."

Professor Elliott furthermore maintains that this council should not rest merely on the will of the superintendent but that it should be legalized.

As might have been expected, this recommendation has been attacked from various quarters as being untried and revolutionary. It is true that teachers' councils, while operative in France and to a limited extent in England and Germany, are relatively new in American education. The type recommended by Professor Elliott is indeed practically untried. Nevertheless it would be fallacious to assume that no progress has been made in this country in giving teachers a share in determining the internal policies of the schools. The teachers in about fifty per cent of our cities are allowed some share by the superintendent in arranging the course of study, and in a few cities even greater privileges are allowed.

How Teachers Assist in Shaping Policies.

The methods by which teachers are allowed a voice in school policies may be classified under two heads—(1) the administrative method and (2) the constitutional or legalized method. These are distinguished by the manner in which the privilege is granted to the teachers.

In the administrative method this privilege is granted by the superintendent. Instead of running the schools in an autocratic fashion, as he may have a legal right to do, he enlists, by means of committees and otherwise, the cooperation of the teachers.

In the constitutional or legalized method this voice of the teachers in educational affairs is granted by the board of education, the city council, or other power above the superintendent.

These two methods may bring about very similar systems of teachers' councils, so far as external appearances are concerned, but in one respect they are radically different. The administrative method makes the principle underlying teachers' councils merely one of the principles among others to be observed by the superintendent in administering the schools, while the constitutional method embodies this principle within the organization of the school system itself.

The administrative method naturally exists in all degrees of formality. Definitely systematized it has become in only a few places. Of these Boston, Mass., and New Britain, Conn., are the best representatives.

Boston has a system of councils for the high schools and committees for the elementary schools. These are described as follows in the superintendent's annual report for 1909:

The Boston Councils.

"In each high school the department meetings furnish opportunity for discussion participated in by every teacher concerned. Any problem may here be considered with reference to its effect upon both pupils and teachers, and each teacher can have his say. In the council meetings each high school is represented, and any modifications of the department decisions, made necessary by the inter-relations of the high schools, may be determined. The recommendations of the councils are sent to the Head Masters' Association, and here the questions are again discussed by the principals with reference to the broader lines of high school administration that they may involve. Here also are representatives from each council, thus assuring that a recommendation from one council, say that of English, shall be subject to the critical consideration of representatives from every other council whose interests may be affected thereby. The conclusions of the head masters are in turn submitted to the Board of Superintendents, where they are again discussed with reference to their relation to the school system as a whole."

"For elementary schools, the problem of permanent organization and of official recognition of a similar form of systematic participation of teachers in the determination of major educational policies is more difficult but fully as desirable. The enthusiasm and ability that have marked the deliberations of the various committees appointed during recent years give full assurance of the successful operation of such a plan when once established."

The New Britain Idea.

The School Council of New Britain, Conn., has the following purposes defined in its constitution:

1. To secure a more active and effective participation of the teachers in the professional direction of the schools.
2. To afford the largest possible opportunity for initiative on part of the teacher.
3. To encourage professional improvement through study and discussion of important problems of education and school management.
4. To develop the sense of solidarity of the teaching body and an increasing appreciation of community of interest and responsibility among all teachers of all grades.
5. To furnish the teaching body a ready and effective means for the expression of its sentiments or opinions with reference to school policy.

The by-laws provide for the following membership:

1. All principals, *ex-officio*.
2. All supervisory officers and special teachers, *ex-officio*.
3. One representative from each elementary grade, including kindergarten, to be elected by ballot by the teachers of the grade.
4. Representatives from the high school to be elected by the teachers of the high school.

In speaking of the work of this council, Miss Ella A. Fallon, vice-president, says:

"Since its formation, the council has discussed thoroughly and practically the subjects 'Grading and Promotion', 'The Educational Value of Play', and is at work at present (1912) on 'Economy in Teaching'. The grade divisions of the council are following up the subject of Economy in Teaching in their own group meetings and are discussing such phases of it as 'Best Use of the Study Period', 'Effective Planning of Lesson Unities', 'Satisfactory Daily Programs', etc."

"The membership of the council is now 35, but any one interested is welcome to attend the meetings. The general estimate of its value is shown by the fact that at present the numbers attending the monthly meetings average about 70.

"In pursuit of the work, a large number of professional books have been read, the use of professional magazines has been increased, a comprehension of the city's entire educational problem and policies has been widened for the individual teacher, and a strong professional feeling has been developed."

The Dallas Failure.

The constitutional method of giving teachers a voice in the professional direction of the schools appears not now to exist anywhere in the United States. It is this method that is recommended for New York City by Professor Elliott. A form of this method was inaugurated by Superintendent Lefevre at Dallas, Texas, in 1909, but with the coming of Superintendent Brooks in 1911 it entered "a state of 'innocuous desuetude'".

This council rested on a rule of the board of education requiring that a Teachers' Advisory Council be formed each year. Its membership was composed of one representative elected by the teachers of each grade of the elementary schools; two principals of elementary schools elected by the principals; and one representative elected by the faculty of each high school. It met as occasions arose and was required to file with the secretary of the board of education on or before the first of June each year such report as it chose on matters concerning the elementary schools or the system as a whole. This report was incorporated in the records of the board and was considered by the board in connection with the report and recommendations of the superintendent.

In response to a letter of inquiry as to the present status of this council, Supt. Brooks wrote:

"We find that we have no earthly use for such an institution. It was the source of more political broils, more prejudices and disputes, and more political activity on the part of teachers than anything ever instituted before in our schools. Certain teachers who were candidates for members of the council were so politically active that they had campaign managers who assisted in pulling the wires, soliciting votes among teachers and thus securing their election. This one thing got the teachers and the schools into trouble that it will take ten years to eradicate."

The apparent failure of this council does not necessarily prove that the constitutional method is impracticable. There was certainly no lack of interest at Dallas, and this in itself is a hopeful sign. Every new departure is likely to prove troublesome at first, but the Dallas council appears to have lacked some elements essential for success. It divided, instead of united, the superintendent and the teachers, as is indicated by the fact that the teachers and the superintendent each handed in a report to the board, and it was merely advisory, thus lacking the balance-wheel conferred by power and responsibility.

Principles of Organizing Councils.

It seems self-evident that a teachers' council, or a system of teachers' councils, can be successful only when so organized that the superintendent is *ex-officio* at the head. It can never be the teachers against the superintendent, but always the superintendent and the teachers cooperating in the interests of the schools. To legislate educational leadership (which is not

synonymous with educational autocracy) out of the hands of the superintendent would be suicidal. On the other hand, a superintendent incapable of educational leadership could not maintain his position in the democratic school system.

Careful distinction should be made also between legislative, and executive and administrative functions. Only legislative functions can be left to the council, and it cannot be too strongly emphasized that all executive and administrative functions should be left undisturbed to the superintendent and the principals under him.

But, while the leadership and the administrative function of the superintendent must be conserved, the teachers' council should also be given more than a perfunctory position. It should not be merely advisory but should have legislative power in those things pertaining to the inner working of the schools as laid down by adopted policies. In this field would come the arrangement of the course of study, the general methods and standards of instruction, the adoption of textbooks, and the general methods of management and discipline.

All departures from adopted policies, such as the admission of new, and the discarding of old subjects and courses, the abolition or adoption of corporal punishment, free textbooks, the tenure of office of teachers, the qualification of teachers, promotional examinations, and the readjustment of the work between the high school and the grades, as well as all general rules and regulations, should require the joint approval of the council and the board of education.

Relations of School Board and Superintendent.

To the board of education should be reserved all purely business and financial matters, such as the approval of the budget, the making of salary schedules, the enlargement or reduction of the teaching corps, new buildings, the dismissal of teachers, and the pensioning of teachers if done purely out of public funds; otherwise the approval of the council should also be necessary. In all these things the superintendent would naturally be the main guide of the board. The appointment of teachers might well be left to the superintendent alone, or to the superintendent with the consent of the board.

The function of the superintendent in this scheme would obviously be an important one. He would form the keystone of the arch of which the board of education and the teachers' council would form the two approaches. Edu-

cational leadership would logically center in his office and he would remain the chief executive officer. As he would be carrying out the laws that the teachers themselves had assisted in adopting, he would be less handicapped in his executive duties than now.

It is not possible, neither is it necessary, here to decide whether the administrative or the constitutional basis of teachers' councils is ultimately to be preferred. Only time and extended experimentation can decide that question.

The question pertinent here is the relation that teachers' councils bear to the efficiency of the teaching corps. This has seldom been sufficiently considered. Teachers' institutes, teachers' meetings, reading circles, summer schools, and the like, are good as far as they go, but in some essential particulars they do not go far enough. They leave the teachers without sufficient motive, which can be adequately supplied only by giving them some official and responsible part in initiating and shaping educational policies. The professional knowledge that they are continually urged to acquire and expand must be given an opportunity to function. The sphere of the classroom alone is not wide enough. It touches at best only indirectly those broader principles and activities that condition the teaching process and that round out the teachers' professional horizon.

The Council as a Professional Incentive.

There are places where teachers are officially required to subscribe for, and presumably to read, one or more educational papers. In others they are required to read annually a designated number of professional books. So approached, the reading of this literature becomes an irksome duty. Would the results obtained not be better if the matter were approached in a different way? Would it not be better to supply a problem and to trust the teacher to do his own reading with this problem as a motive?

Let us suppose, for example, that the teachers in the elementary school are given the responsibility, perhaps one should say opportunity, to improve the course of study and the general methods of instruction. To be more specific, let us suppose that it rested with them to improve their course in geography. All the teachers would know that this subject would be discussed in open meeting and that changes would undoubtedly be suggested and perhaps adopted. Would not each teacher then want to be ready to suggest and defend modifications and to oppose whatever seemed to him to be retrogressive steps? Would he not then have a motive

for consulting courses of study and for reading the literature on the teaching of geography? And would he not then read with profit?

Undoubtedly the basal problem connected with maintaining the efficiency of the teaching corps is the problem of motivation. No one questions the desirability of having teachers continue to advance in knowledge and skill and of having them evince an ever increasing interest in their work and everything pertaining to it. This is concurred in by no one more heartily than by the teachers themselves; yet it must be admitted that the results achieved in this direction are not always what might be desired. While there are always some teachers that are progressive students and that manifest an unabating professional interest, there are altogether too many that care little or nothing about the broader professional matters and that have no adequate conception of what progressive scholarship is, nor any apparent desire to attain such a conception.

Much of this lethargy is no doubt a direct manifestation of native unfitness for the teacher's calling, but a large share of it must also be laid to the lack of provision for motivation in our school systems. Furthermore, this motivation should be positive and not negative. It should be lead and not drive.

Although these suggestions regarding teachers' councils are made in reference to cities, they need not be restricted to them. The teachers of rural schools, probably in connection with institutes and teachers' meetings, should also be given a share in determining educational policies, and it would be especially desirable to have a teachers' council with legislative powers to co-operate with the state superintendent and the state legislature.

A Word of Warning.

State teachers' councils could undoubtedly do much for the cause of education in America. In each state there are many questions pertaining to uniformity of textbooks, courses of study, certification of teachers, and the like, in which teachers, through their representatives, should have a voice. Teachers have an interest in the schools, not only as citizens, but also as educational experts, which fits them in an unusual way for participation in the general control of the schools.

In conclusion a word of warning may not be out of place. While the principle of giving teachers a voice in school affairs is undoubtedly pregnant with good, it may also be loaded with

(Concluded on Page 62)



Fig. 1. The Origin of Figuring.

(See page 48) MURAL DECORATIONS IN THE LANGLAND SCHOOL, CHICAGO.



Fig. 2. The First Use of Geography.

FIRE PROTECTION IN PUBLIC SCHOOLS

By MAY AYRES

Every few years a wave of agitation sweeps over the country in an effort to provide fire protection in the public schools. Speeches are made, articles published, and figures quoted to show the annual fire loss, mounting up into the hundreds of thousands of dollars on school buildings alone. Investigations are made and shocking conditions brought to light; committees of citizens hold meetings to insist on definite action for insuring the safety of school children; school boards hold grave discussions; and sometimes a fireproof school is built. Finally, after a few months of interest, the movement dies down. Children continue to be immured five hours a day in imposing firetraps.

The movement for fire protection is not new. In our larger cities, architects are designing and school boards are erecting panic-proof, fire-proof school buildings. They began to work toward that end over twenty years ago. The work was not started because of any great fires or loss of life among school children, but because these men were intelligent enough to see that if fire protection is necessary in mills and factories, it is equally necessary in school buildings. Fireproof schools, along with fireproof houses and office buildings, are largely confined to the big cities.

Five years ago, on the morning of March 4, 1908, a school burned down in Collinwood, one of the suburbs of Cleveland, Ohio. It was a three-story brick structure, like hundreds of other rather expensive grammar schools. The interior walls and floors were of wood; and when the fire started in the cellar under the front stairs, it was carried by the draught straight up through the building. It was the old story of the quick wood blaze in the sheet iron stove. If the draught had been checked, if the children had not been afraid, if the fire escapes had been accessible, or the stairs properly built, or the doors unlocked and hooked open, the children might have escaped. As it was, within a few feet of their parents and firemen trying to save them, 173 children and two teachers burned to death. The alarm was given; word was sent out that the schoolhouse was burning down; men came running from the streets and shops, and women from their houses; but it was impossible to save the children. Doctors were hurried from Cleveland and automobiles, carriages, grocers' carts, and wagons of every description were pressed into service to carry away the charred bodies of the dead.

It was a terrible tragedy. The stories of what



Stairway in Public School at Lebanon, Pa.

happened at the Collinwood fire were so sickening that many of them could not appear in print. All over the country people were aroused, investigations were made, and terrified parents discovered that in their own communities, in the very schools attended by their children, conditions existed as bad or worse than those which caused the loss of life at Collinwood. For a few weeks the newspapers were full of proposed changes aiming toward safety in public buildings. Then the excitement died away, the Collinwood fire became a matter of history, and the movement toward fire protection lost headway. Those who had been planning and building fireproof schoolhouses before, continued building them; and the rest of the world dropped back into its accustomed indifference.

The question of fire hazard is not one which

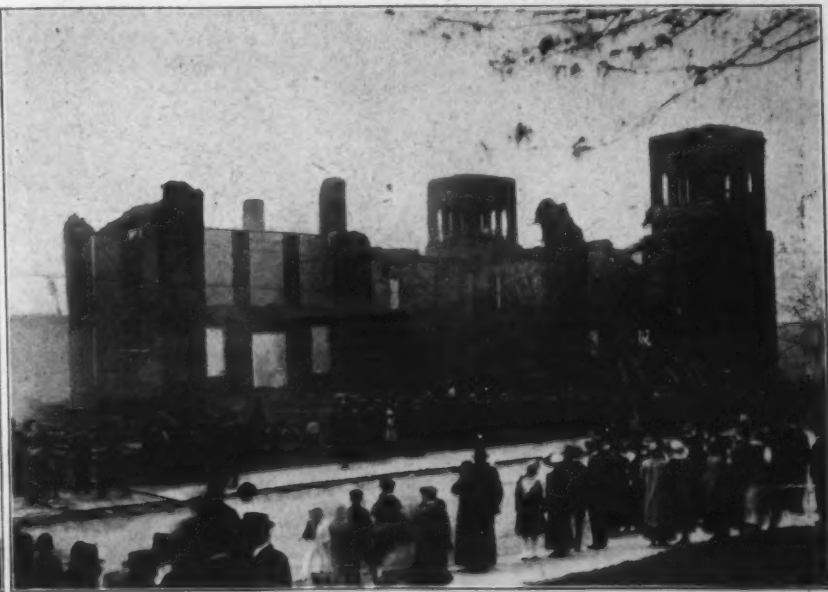
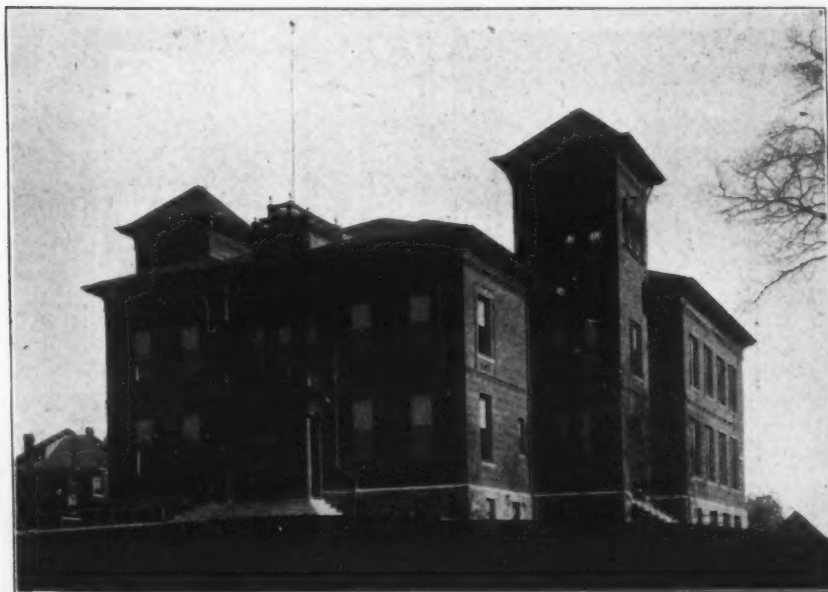
can be rightly ignored. School workers, and especially the men and women members of school boards bear a heavy responsibility—upon their shoulders rests the obligation of providing safe schools for the community's children.

Beautiful exteriors do not excuse combustible interiors. We are investing large sums of money in our public school buildings. From the money viewpoint alone, it is poor economy to sink thousands of dollars in Greek pillars, Gothic towers, and French Renaissance facades on a building which a rat, a match, and a heap of paper can destroy over night. School-board members, therefore, need to know the principles of fire protection, they need to study the causes of school fires, and to be able to detect dangerous conditions before fire actually occurs.

In Rochester, New York, last year, a fire broke out which narrowly escaped being a disaster. The school was considered one of the beautiful buildings of the city. The outside walls were of brick, the interior of Georgia pine. Fire started under the stairway in the rear of the building, while classes were in session. The draught carried the flames straight up through the building; but fortunately the fire alarm was given in time, and the children excellently drilled. The 700 children and 20 teachers escaped because of an efficient fire drill. The loss on the building was \$50,000.

This school was typical of thousands of others in our cities and larger towns. A large sum of money was spent on the outside, and then the interior was filled with swift-burning Georgia pine. It is not enough to build the exterior walls of brick or stone. The use of non-combustible material does not insure safety from fire. Wooden walls may blaze within a concrete shell as wooden logs blaze within an iron stove. In each case it is the draught that fans the flames. The first rule in schoolhouse construction is to remember that draughts are dangerous. Cut the attic in half by a partition. Isolate stair-wells and air-shafts by fireproof walls and doors. Avoid draughts everywhere. Don't build your schoolhouse as you build a stove.

There are comparatively few fatalities in school fires, but that is not because school fires are infrequent. Most children escape being burned to death because most fires occur when schools are not in session. Schools are open about five hours out of the twenty-four, not counting Sundays and other holidays. Yet even if four-fifths of the school fires occur when



THE RESULT OF INADEQUATE FIRE PROTECTION.

Windham High School, Willimantic, Conn., burned in April, 1913; cause of fire unknown; total loss.



CELLAR IN QUAKER RIDGE SCHOOL, GREENWICH, CONN.

the buildings are empty, we are not justified in allowing children to run the chance of being cremated during the remaining one-fifth.

It is a comparatively simple matter to secure safety from fire. Two general rules if followed intelligently will be sufficient to make any schoolhouse moderately safe. The first rule has already been given. It is—*avoid draughts everywhere*. Shut in the stairs with wire glass—to prevent draughts. Divide the attic in half with a partition—to prevent draughts. Isolate air shafts and elevator shafts from the rest of the building—to prevent draughts. Avoid draughts as you would the plague.

The second rule of fire protection is—*make the furnace room fireproof*. Most schoolhouse fires start in the cellar. They are caused by over-heated furnaces, boiler explosions, defective steam pipes, careless disposal of ashes and waste paper. Make the furnace room fireproof. Have the heating apparatus separated from the rest of the building by fireproof walls, ceilings, and doors. In many schools the only way to reach the furnace room is by going outdoors first.

When either of these two rules is disregarded the building is unsafe. When both are disregarded the danger becomes imminent. One Sunday morning in Lebanon, Pennsylvania, people passing on their way to church discovered that the Fairview Grammar School was on fire. When the firemen came, they found that the fire had started in the basement and spread through

the ventilating ducts. The building was of brick, two stories and a gable roof with a large attic. The interior was of wood. Stairs, ventilating ducts, and attic formed a magnificent flue by which the flames spread all over the building. If the fire department had not been exceptionally skillful, the building would have been entirely destroyed. As it was, the loss was reckoned at about \$14,000, which could have been entirely prevented if the furnace room had been made fireproof, and the stairs so built as to cut off the draught.

Many fires are the result of poor housekeeping. One of the illustrations of this article shows the basement of a rural school in New England. It was a small hole cut in the ground. The floors were of dirt, and the walls of stone, but the ceiling beams were of wood. Covering the floor, and so deep that one literally had to wade through it, was a mass of waste paper and other rubbish. Old wooden desks and chairs were half buried in the debris, and at one side lay a mingled heap of coal and ashes. No furnace was in the cellar, but an old-fashioned stove was used to heat the school. The building was of wood, and about three miles from the engine house. A weary tramp and a lighted match are all that is needed for a first-class conflagration. Similar conditions, if not quite so extreme, are to be found in all parts of the country. Sometimes they are caused by carelessness, sometimes by ignorance. It seems unnecessary to tell the janitor "Don't throw hot

ashes into wooden bins or barrels," but cases actually exist where hot ashes are not only thrown into wooden receptacles, but where after they are presumably cool enough they are dumped into the emptyings of waste paper baskets. Criminal negligence is the cause of countless fires.

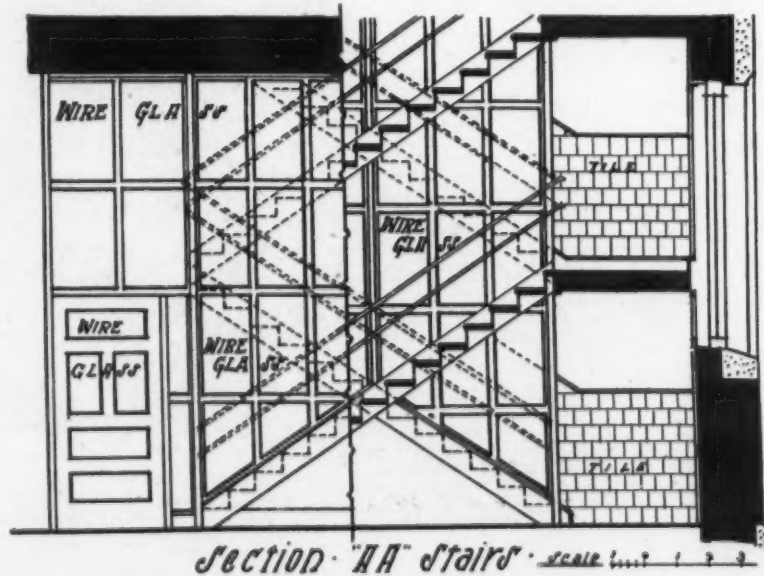
One of the most effective means of checking cellar fires is the installment of automatic sprinkler heads. Thoroughly to equip a building with automatic sprinklers is too expensive, but where the regular water supply is of sufficient pressure, sprinkler heads can be installed in the fuel bin, lumber room, store room, and other hazardous places at a reasonable charge. Each sprinkler head consists of a water pipe ending in a sprinkler and sealed with fusible metal. Under unusual heat these seals are melted and the water released. Usually the system is so arranged that the melting of any one of these heads causes bells to be rung all over the building. Water rushes through the sprinkler until shut off. In this way the sprinkler is both an automatic fire extinguisher and fire alarm, and is one of the best means of fire protection.

In East Orange, New Jersey, as in almost every other town in America, there are some shockingly bad firetraps. But unlike the people of a good many towns, the school men and women of East Orange are fully aware of the danger, and are doing their best to remedy it. Some of their newer buildings are excellent examples of modern fire-proofing, and a strong effort is being made this year to provide adequate fire escapes on all combustible buildings. One thing which East Orange has done, however, put it far ahead of the average town. Every public school within its borders, whether large or small, is equipped with what are known as emergency locks or panic bolts. These are made with a horizontal bar placed across the inside of the door, and so arranged that a slight pressure against the bar moves a lever, which springs the bolts, turns the lock, and causes the door to swing outward. When the doors are closed they cannot be opened from the outside, but in case of a panic such as occurred in the Collinwood fire, the pressure of bodies against the inside bar would be enough to make the door swing open.

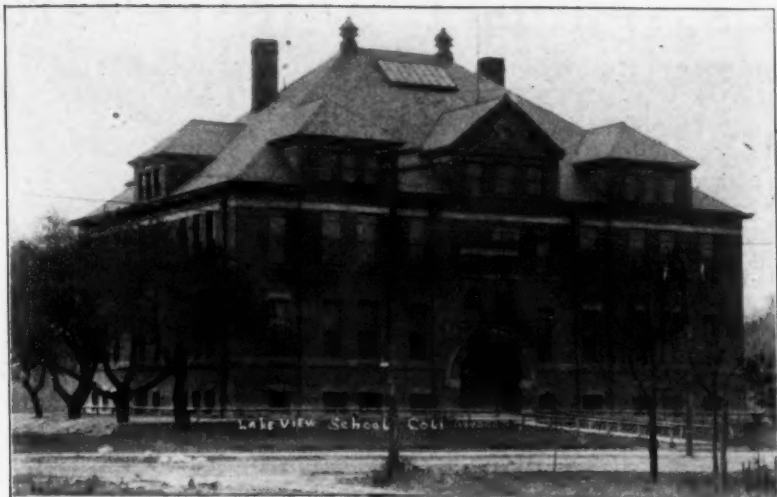
After the Collinwood fire, an examination of the charred door posts showed that the doors were hung so that they opened outward. They were double doors, however, and as is usually the case, one side was bolted to the floor. The weight of bodies against the doors jammed the locks so that they could not be opened from the outside. Such experiences have led architects



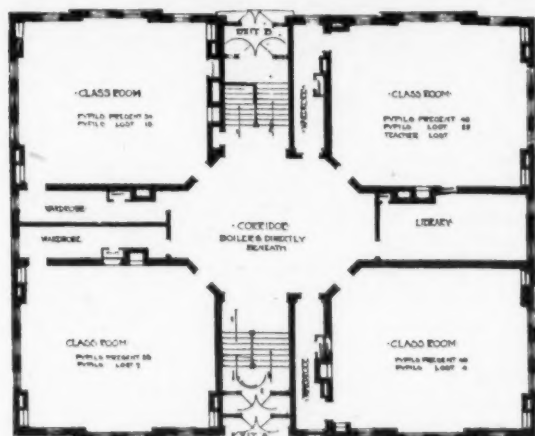
Classroom on Second Floor of School at Coatesville, Pa., showing effect of fire on wooden partition.



Cross Section of Typical New York Double Reverse School Stairway. C. B. J. Snyder, Architect. (See next page.)

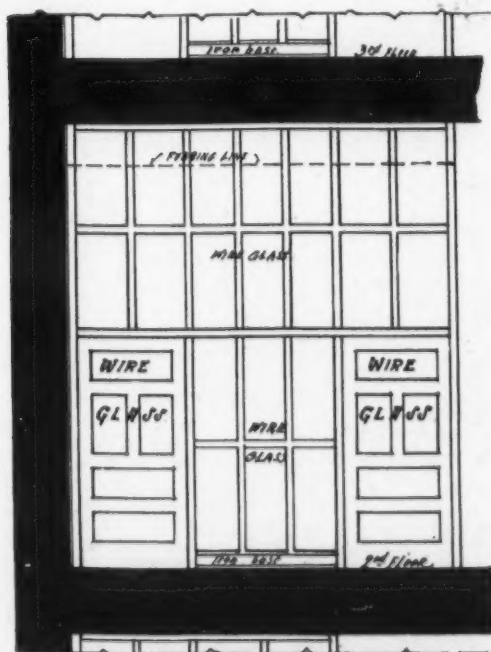


Lakeview School, Collinwood, O. Burned March 4, 1906.
Dead: 166 pupils, 2 teachers.



FIRST FLOOR PLAN, COLLINWOOD SCHOOL.

to declare that schools should never be built with double doors. Where such doors are already in use, they should be equipped with panic bolts, so that both sides will open automatically. Double doors are unsafe in a panic, and inefficient at all times. You can understand the reason for this if you will go into a public building equipped with double swinging doors and watch the people passing through. Either part of the double door can be opened by a touch, but you will see man after man step back and follow the man in front of him through one side, rather than push the other side open for himself. Double doors are inefficient. The railroad people have discovered this fact, and are equipping their new stations with single doors placed side by side. These



Section of Typical New York Stairway.
(See plan and cross-section.)

“railroad doors”, as they are called, are being used extensively by school architects to replace the older style of double door. Where double doors are already in place, great care should be taken to see that both sides are unfastened during school hours. One of the reasons for the loss of life at Collinwood was that the double door was bolted to the floor.

Other things can be learned from a study of the Collinwood fire, for the conditions that made it possible are typical of the situation in hundreds of other schools throughout the country. Fire started in the basement, by a steam pipe resting on a wooden joist. The teachers gave fire drill signals, and children on the first floor escaped. On the upper floors teachers stood at classroom doors, but the children escaped through dressing rooms, in a rush for the back stairway. At the foot of the stairs, to the left, was a wooden vestibule. Doors were double and swung outward. One side was bolted. Children rushed down the stairway, and became wedged against the vestibule partition so tightly that it was impossible to extricate them. Meanwhile, the draught carried the flames up the front stairs and across the central hallway. Before the partitions could be broken down, 173 children and two teachers burned to death.

The Collinwood school was of brick, with wooden floors and partitions. The doors were double and to the left of the stairway. They should have been single and directly opposite the stairway. Storage closets were located under the stairs. Heating apparatus was defective; and the cellar was not fireproof. Upstairs, wardrobes opened directly into the hall, so that they were removed from the control of the teachers. At opposite sides of the building were open, wooden stairs. Had these stairs been fireproof, and enclosed in fireproof walls, they would have proved an effective check to the spread of fire. As it was, together with the central hallways, they formed a flue through which a strong draught swept the flames. There was no automatic fire alarm, and no signal



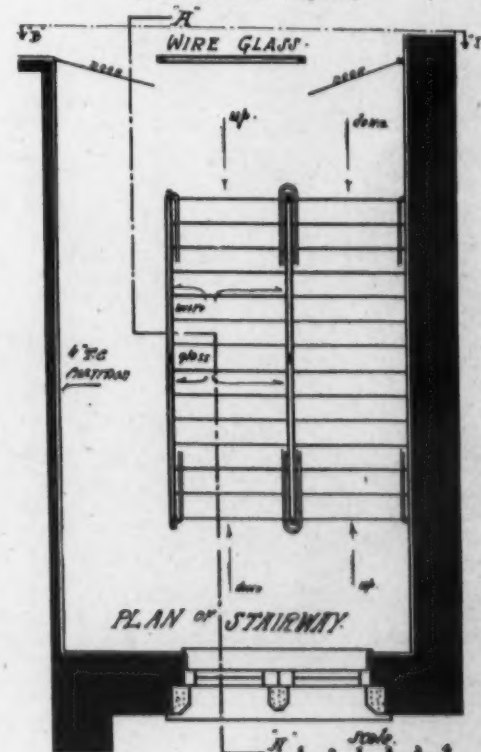
Entrance Doors of a School in Indianapolis. Fitted with Von Duprin Automatic Fire Exit Latches.

connection with fire headquarters. Fire was discovered by a passerby, and word was sent to the local authorities by telephone.

Safety results from two things—careful thought and thoughtful care. It would seem impossible, after such a tragedy as this, that other buildings could be erected of the same type, and yet they are to be found—some of them in the very process of being built—all over the country.

Many schoolmen seem to feel that they are doing all that can reasonably be expected of them if they provide iron fire escapes on all school buildings, and insist on frequent fire drills. That is a step in the right direction, but

(Continued on Page 44)



Plan of Typical New York Double-Reverse Stairway.
C. B. J. Snyder, Architect.

The Planning of School Houses Against the Fire Hazard

By FRANK IRVING COOPER, Architect, President, Massachusetts Society Heating and Ventilating Engineers, Boston, Mass.

Uneconomic economy—the saving of a certain amount of money by cheap construction—results in the ultimate loss of much valuable property, and, still worse, occasionally results in awful destruction of human life.

The only remedy for this condition lies in the enactment and enforcement of strict state regulations. The people as a whole favor efficient fire protection, but the trouble is that, when it comes to the question of a single building, the local public almost always votes for the cheapest construction. Officials in charge are always ready to make their administration look more economical by cutting out safety appliances in the foolish hope that no occasion will come for their use. Yet, not only is the number of fires increasing, but the danger in the case of a single fire grows greater owing to the habit of centralization; small schoolhouses are replaced by a large central building and unless this be built fire resisting and divided into isolatable sections the peril of loss of life is enormously increased.

The public attitude toward such buildings as theaters and factories in which private owners are responsible for the lives of patrons and employees, has forced proper attention to be paid to the fire hazard in these buildings and the result is an enormous saving in property as well as the lessening of danger. Municipal buildings and especially schoolhouses should be treated from the same point of view.

Public Heedless of Dangers.

Legislatures will enact the necessary regulations and executives will enforce them only when public sentiment demands, and the public as a whole is heedless, except when feverishly aroused by some great catastrophe. Underwriters have perhaps the most complete information as to fires and fire dangers; their rate scales, based upon the law of averages, show the marked difference between protected and unprotected

buildings, and the differences in value between different forms of fire protection. But, it is of no especial interest to them to instruct the general public as to their findings while the public will never of itself pause to make deductions from insurance rate scales affecting public buildings.

Only the most thoughtful and farsighted among the school officials, realize the perils and responsibilities of their position while having charge of scores of children in buildings often little better than firetraps. The great majority of teachers are so absorbed in their specific task of instruction that they have little time to consider such dangers and still less time to spend in vain efforts to awaken the public to the situation. But it is chiefly the teachers and superintendents who are responsible for the move toward centralization owing to their desire for increased efficiency in administration regardless of the increased fire peril.

Architects have the greatest knowledge of planning and construction; they know the fire resistance of materials and have the greatest chance in planning new buildings to convince the committee in charge, of the necessity of the best protection against fire. It is to the interest of every architect that his building shall be constructed in the best possible way and that his public shall know why it is the best. In case of accident due to poor arrangement it is the architect who receives well deserved public censure.

First-Class Buildings Not Always Possible.

While all school buildings should be erected of fireproof materials throughout such construction is usually prohibitive by reason of its first cost. Even the City of Boston now builds its outlying school buildings of second-class construction and conditions justify the architect who designs this class of buildings. But no architect and no school authority can be justified who omits such simple and inexpensive

methods of construction as are herein recommended which insure a building that will resist fire a sufficient length of time to allow complete emptying even without previous fire drill practice.

This paper will consider buildings of second-class construction, these being 90 per cent of all school buildings erected. The small number of first-class construction buildings are in large towns or cities and are adequately protected by building regulations.

In planning the school building the architects should aim to use the simplest form or skeleton.

The skeleton is determined by the main halls and corridors of the building. The stairways are fixed by considerations of convenience in going from floor to floor, safety in case of fire and ease of exit.

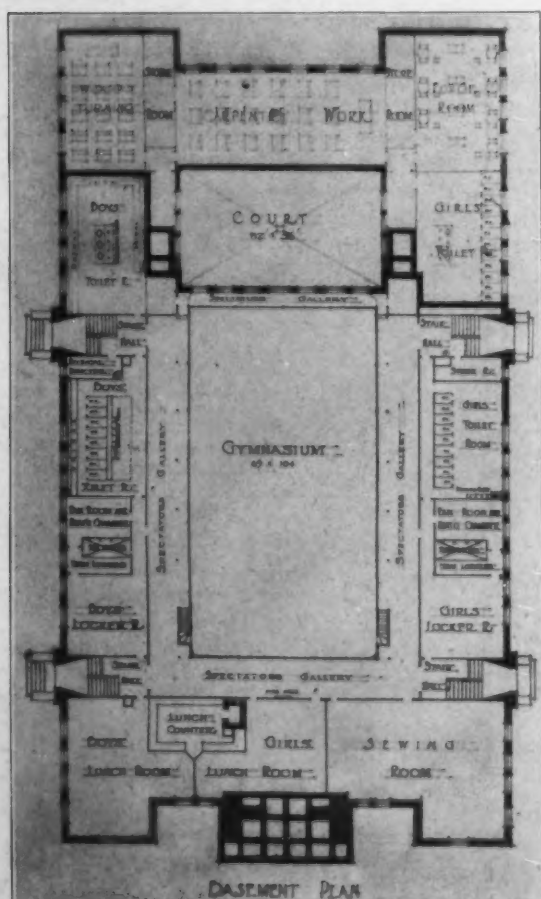
Mr. H. F. J. Porter, the authority on fire drills, has said that it is impossible to limit the number of people per story to the capacity of a stairway.

Safety must be insured by having two sets of egress of ample proportions, one set located on each side of a division wall but each accessible from every part of each floor.

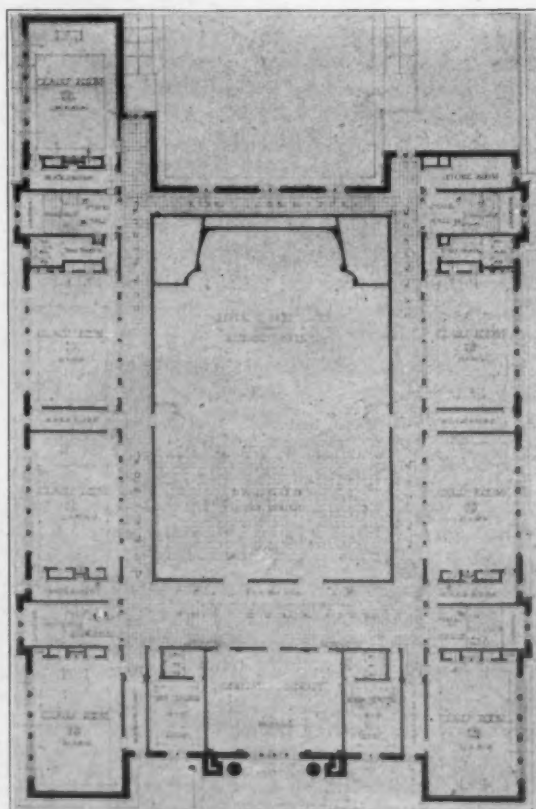
Fire Division Walls.

Fire division walls in the modern school building are a proposition which the school authorities are slow to accept.

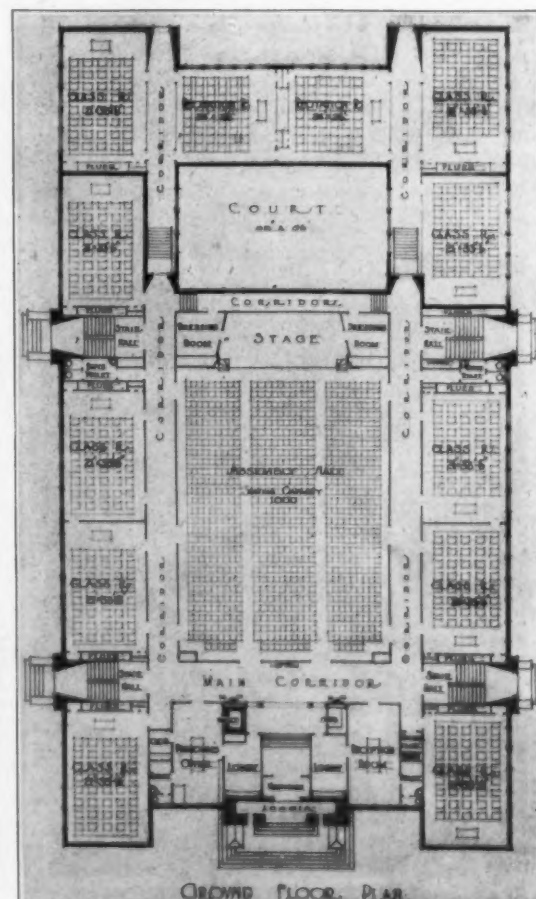
It has been my experience that school authorities are difficult to impress with the necessity of providing against fire. In one of the largest high-school buildings in Massachusetts, whose main corridor is over 300 feet long, two cross-partitions of wired glass had been designed to divide the building into three sections. These partitions were removed over the architects protest because the school authorities claimed the corridor monitor could not have an unobstructed



BASEMENT PLAN.

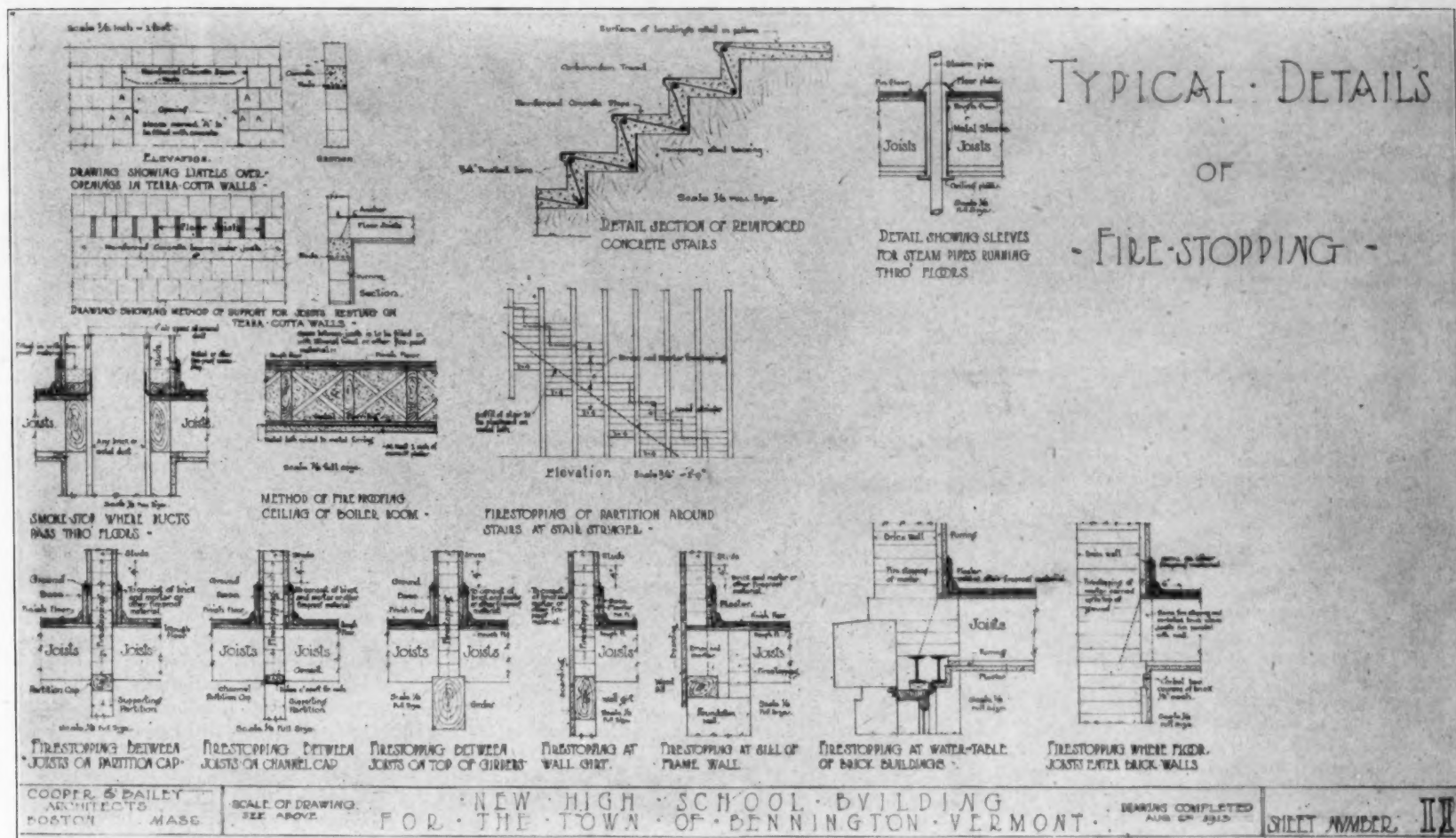


SECOND FLOOR PLAN.



GROUND FLOOR PLAN.

Plans of the New High School at Attleboro, Mass., Illustrating Horizontal Fire Escapes. Stairhalls Cut Off from Corridors by Steel and Wire-Glass Doors. Cooper & Bailey, Architects, Boston.



view of the entire corridor if these fire partitions remained. How far the authority of a school monitor could control that corridor in case of panic is a question for the mothers and fathers of children who attend this school.

While it is difficult to plan for fire division walls in school buildings it is usually possible to provide two independent ways of egress from the schoolroom to stairways situated far apart and so separated that no fire is at all likely to occur which will affect both stairways simultaneously. This method of providing escape has been approved by the Massachusetts State Inspectors.

The high-school building at Bennington, Vermont, is planned to meet Mr. Porter's method of providing horizontal escape by having across the main corridors doors which are held open by a chain with a fusible link. The chain running from this link is also attached to an electric catch which is released by the same current that sounds the fire gongs. Sounding the fire gongs closes the door across the corridor thus dividing the building into two sections each with its independent stairways. This will allow of safe escape for a much longer period than could be had with the usual open corridors and staircases.

Stairway Arrangement and Construction.

Staircases should always be in plain view and the architectural treatment of corridors at stair points should be such as to suggest the way of exit. All stairways should discharge directly to the outside of the building and not into corridors.

The outside walls at point of discharge should be brought to the edge of the door frame doing away with the angle which in many cases of panic has caused loss of life.

Staircases should be built in wells shut off from corridors by doors glazed with wired glass; these doors should have no locks nor latches, should swing out only and should have self-acting door closers.

Both stairs and their supports should be fire resisting, neither slate nor marble should be used for treads unless supported under their entire width and length.

Turns in stairs should always be accomplished by landings or platforms. No winders should be allowed. There should never be less than three nor more than fifteen risers between platforms nor should a platform or landing be less than four feet wide. In large school buildings stairs should extend to the usually flat roof, from which there should be a separate escape to the ground.

The last parts of a building to succumb to fire should be the stairs.

Doors and Exits.

All doors should invariably swing in the direction of the outgoing passage.

Doors to stairways should have automatic closing devices; exit doors should have an approved type of push-bar device that will unlock the bolts by pressure against the bar.

Some authorities have omitted all locks on classroom doors and there is much in favor of this method wherever it is not necessary to secure rooms against misdemeanors.

All locks to schoolrooms, closets and exit doors

should be those that can never be locked against the outgoing person.

Book lifts should always be enclosed by solid walls or should be lined with metal from top to bottom.

Furring and Fire Stops.

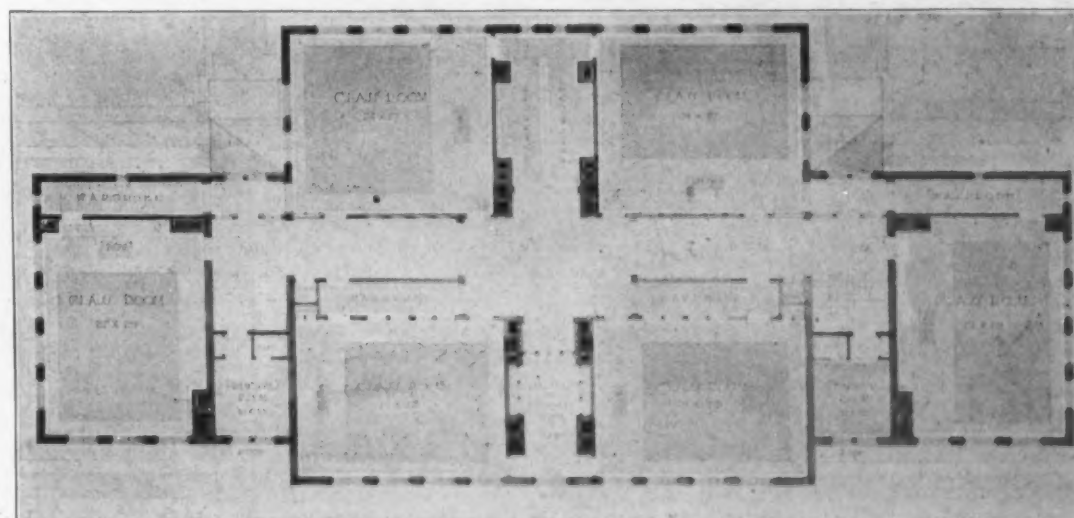
While, from the point of the fire engineer, wood furring should never be employed, yet the difficulty of securing damp-proof, solid walls, when the plastering is placed directly on the outer masonry wall, and the cost of metal furrings or tile lining frequently necessitates wood furring as the only method left for the architect under the appropriation.

Wood furrings should be stopped off by plaster at the floor and ceiling and midway between. Even metal furrings should be fire stopped to prevent the spread of fire by draughts of super-heated air or flaming gases.

There are other places where fire stopping should be used some of which are shown by the accompanying illustrations.

The casing of walls with wood sheathing

(Continued on Page 40)



SECOND FLOOR PLAN: GRADED SCHOOL, STRATFORD, CONN.

Cooper & Bailey, Architects, Boston.

Building with Horizontal Fire Escapes. Main Corridor divided from End Corridors by means of Steel and Wire-Glass Doors.

The Fourth International School Hygiene Congress

By WILLIAM C. BRUCE

That school hygiene is the greatest single problem in education which is engrossing the collective attention of the educators, health authorities and social workers of all the civilized nations of Europe and of the Americas was easily demonstrated from the very first session of the Fourth International Congress on School Hygiene held in Buffalo, August 25 to 30.

In a very marked manner the Congress also revealed that we are only at the beginning of the movement for making school hygiene a distinct part of the science of education and that vast fields of investigation and research are opening which the schoolmen cannot hope to explore alone but for which they must draw into their counsels such medical men as health authorities, dentists and oculists, specialists in mental and nervous diseases and such practical men as heating and ventilating and illuminating engineers.

But, if the Congress demonstrated any of these foregoing things, it proved above all that in the school hygiene movement is bound up one of the greatest contributions which public and private education must make to the future welfare of mankind—its entire physical and mental health.

In order that the reader may get some idea of the spirit of the Congress, it may be said here that it was wholly unlike the educational conventions to which American schoolmen are accustomed. The attendance was small as compared with the expectations of the Buffalo committee, but it was remarkably large when it is considered that practically all of the 1,500 persons present were either specialists and experts in some phase of the general subject or held a high position in the public health or school service. While the great preponderance of delegates and members were from the United States and Canada the representatives from Europe, the Americas and Asia gave a most interesting international character to the deliberations. Men and women engaged in the actual administration of public schools were in the minority—the medical men overshadowed them in number, in prominence in the discussions and in general activity. The sessions were practically all department meetings and were characterized by their extreme length and a universal eagerness to hear all that might be said and to discuss at length the positions taken by the speakers.

Remarkable too was the great diversity of opinions expressed by speakers and leaders in discussions. Differences amounting to exact contradictions in the findings of experiments, in the theories and methods proposed for mental hygiene, for ventilation, for teaching special phases of general hygiene, for the scope and control of medical inspection were put forth in the respective sections. There was however noticeable a most wholesome cautiousness on the part of most speakers not to offer their dicta as final but as mere guide-posts for further investiga-

tions. On the part of the delegates too there seemed to be a surprising conservatism that nothing should go out to the general public as a definite conclusion which had not stood the further test of some years of use and experience.

The Program.

The program divided itself up into six general sections, each of which held from two to five sessions.

Roughly these were:

1. School Buildings and Their Sanitation, including design and equipment, ventilation, heating and cleaning and open-air schools.
2. The Status and methods of Instruction in Hygiene.
3. The Hygiene of Instruction including mental hygiene and the treatment of mentally abnormal children.
4. Medical, Hygienic and Sanitary Supervision in Schools, including medical inspection, school nurses and clinics, causes and handling of physical defects and disease, conservation of vision, oral hygiene, school feeding, tuberculosis.
5. Physical Education.
6. Special Aspects of School Hygiene, especially relations to home and community, school lunches, child labor, club-women's co-operation, etc.

The General Sessions.

A brief report like the present cannot enter into any great amount of detail concerning the program but must limit itself to the merest mention of the exceptional papers. The opening meeting was altogether novel in that it brought to an American audience the greetings and well-wishes of the governments of the great European nations and of the important Central and South American republics. Secretary William B. Wilson of the Department of Commerce and Labor, in welcoming the Congress on behalf of the Federal Government made the point—unconsciously perhaps—that many of the hygienic proposals offered to the Congress would be only theoretical and visionary; but added that as the dreamer of today is the practical man of tomorrow so the enthusiast and the theorist in school hygiene is the man who will mold the perfect manhood and womanhood

of future generations. Dr. Charles Eliot, who presided with delightful grace at the balance of the general sessions spoke of the general purposes and tendencies in school hygiene at the present time; and, in the last evening program, G. Stanley Hall delivered a most characteristic discussion of the physiological and psychical phenomena of hunger and of its satisfaction. A symposium on oral hygiene, organized by Dr. W. G. Ebersole of Cleveland, proved to be of most popular interest in the very broad manner in which the dangers of caries were presented.

Buildings and Sanitation.

For men actively engaged in general school administrative labors the sections on buildings and sanitation and on medical inspection were perhaps of the most immediate value because of the very concrete suggestions which were presented. L. N. Hines opened the first session with a report of a sanitary survey of some twelve thousand American school rooms, the vast majority of which are radically defective in some important aspect. Mr. Frank Irving Cooper of Boston pointed out in an admirable paper, reproduced on another page of this issue, the necessity of fire protection and Mr. W. T. Towner of New York urged that all schoolhouses be equipped with means for disposing of sewage, completely and with absolute safety by bacteriological destruction or incineration. An account of the development of school sanitation in Holland by which every single school building in that watery country had been brought to a high standard of perfection was read by Dr. Schreuder of Arnhem.

Open-Air Schools.

The session on open-air schools brought forward unanimous praise for the beneficent results which these institutions had produced in New York, Newark, Philadelphia, Providence and other cities in raising the weight and normalizing the mental capacity of children. The consensus of opinion was that feeding is essential to success and that these schools should be limited to anemic children. It was argued that tubercular pupils have no place in the open-air schools but should be confined to sanatoria.

In the session on ventilation Dr. J. H. McCurdy of Springfield, Mass., presented the result of a full year's test in recirculating the air in a large gymnasium. He showed that by washing the air and by doubling the quantity of 30 cubic feet per minute, per occupant, it was possible without introducing new air to keep the room fresh and comfortable and to reduce the cost from \$1.07 to \$0.52 per unit of expense.

Dr. Luther Halsey Gulick urged that the composition of air was not of vital importance because it remained relatively constant under all ordinary conditions, but that variations in its condition embracing moisture, coolness, etc., produced the most highly satisfactory hygienic results. Rather important and promising, un-



A GROUP OF FOREIGN DELEGATES.
Dr. E. Cacace, Italy; Dr. Serrati, Italy; Dr. Granla, Peru; Dr. Santiago, Uruguay; Dr. Weiss, Cuba; Dr. Parve, Holland.



THE RESULTS OF ORAL HYGIENE.
A group of Cleveland school children, whose mental, as well as physical, condition was normalized by oral hygiene, and who were an exhibit of the oral hygiene section.



A SECTION OF THE NEW YORK EXHIBIT.



A PART OF THE GENERAL EXHIBIT.

completed experiments in ventilating classrooms were reported by Frederick Bass of the University of Minnesota and J. W. Shepherd of the Chicago Normal School.

Instruction in Hygiene.

The sections on instruction in hygiene emphasized anew complete application of the principle that physiology as such is only incidental to the teaching of right living and the necessity of wholesome food, cleanliness, bathing, care of the teeth, etc. Such special problems as the teaching of elementary preventive medicine, of impressing health lessons by enforcing hygienic regulations, of utilizing nature study and reward systems came in for much time.

Status of Hygiene.

Most surprising variations in the progress and the status of school hygiene in different sections of the United States appeared in the discussions of the state and municipal administration of hygiene departments. Perhaps just here the Congress performed its greatest single work for the United States in the interchange of principles which must guide legislation and general practice in the administration of all public health control. As a contrast to the dark pictures drawn of conditions in certain states of the Union was Dr. R. H. Crowley's account of the very efficient control which the British Education Board has over every phase of school hygiene in England and Wales by which the minimum of instruction, the sanitation of buildings, the physical education, etc., are brought to a high standard. Of the definite plans for hygienic education that of G. A. Mirick for New Jersey appeared most consistent and that which Dr. Royer is working out for Pennsylvania most practical. Dr. Royer especially laid down a simple, workable scheme for medical inspection and for better instruction in hygiene which should ultimately reach each country child easily, economically and efficiently.

Medical Inspection.

The presentation of the medical inspection plans in European countries offered comparatively little to Americans except that they uniformly urged the complete control by the educational authorities and compulsory surgical or medical attention to defects found in children. Dr. P. Stephani of Mannheim, the first municipal medical school inspector and the originator of the German system, spoke in a descriptive manner of the plans which he has evolved and urged that the medical inspector be given absolute authority over all school health matters, and a word in the administration of the schools so far as his work is affected. He believed that the state school government should have supreme power in school health matters and that local initiative should be restricted to matters exceeding a well-defined minimum.

Just here the medical men and the schoolmen clashed in their opinions on the control of medi-

cal supervision of schools. The former were inclined to believe that all inspection should be done by the health authorities because these have absolute police powers and are given the duty of conserving the public health in general. They held to the view that medical school supervision is only one part of a great general health control which will ultimately develop in their hands. The schoolmen argued that medical supervision is primarily intended for the educational welfare of the child and, as Louis Rapeer of New York well brought out, involves problems in mental hygiene and in pedagogy which require educational control. It was said, also that medical inspection systems in cities controlled by boards of education are fifty per cent more efficient on the whole than similar systems under health-board control. It was however urged that legislation is needed to make it possible for school boards to extend their compulsory inspections to all private schools of elementary and secondary grade.

Dr. Florence A. Sherman recounted her work as a medical inspector in complete charge of the schools of a small city, Bridgeport, Conn. A. B. Morrill of Wallingford, Conn., advanced the idea that adequate medical inspection will pay for itself entirely in the increased efficiency of the schools and advanced figures by Dr. Leonard P. Ayres showing how the non-promotion percentages may be reduced by medical inspection. Dr. Geo. P. Barth of Milwaukee and Dr. A. C. Schaeffer of Buffalo discussed the scope of medical inspection from the standpoint of school inspector and health inspector, with especial reference to the developments which the plans in their respective cities had led. Dr. Barth showed how the "school" plan led naturally to the care, educationally as well as physically, of abnormal children, to special service in examining teachers' for appointment and for retirement. The Buffalo plan tended rather to the discovery of defects and the removal of the dangers of contagion.

School Nurses.

The school nurse and the school clinic in which children are treated for physical, including oral defects are an absolutely necessary adjunct to every successful system of inspection. Every speaker who at all mentioned inspection dwelled upon this axiom, but many admitted that no clearly defined means of introducing clinics in small cities or rural communities are at present apparent.

The Nurse is as important a factor in medical supervision as the doctor. She must, however, as was pointed out, confine herself to school health propaganda, to follow-up work and to record keeping. Above all she must not act as a diagnostician nor simply as a "first-aid" worker for minor injuries of children. The preaching and teaching of hygiene is her especial function.

As exciting and contributory causes of dis-

ease and physical defects in school children several sessions of the Congress were devoted to disease carriers among children, the effects of posture and of ill-adapted school furniture. Of particular interest here was a paper on the hookworm, which according to Dr. J. A. Ferrell of the Rockefeller Institute has affected from twenty-five to eighty-five per cent of the children in different sections of the South.

The conservation of vision received much attention both from the point of view of physicians and teachers who are seeking to reduce defects and of engineers who are working out practical schemes of fenestration and of artificial illumination. Dr. Lewis C. Wessels of Philadelphia, estimated that at least 25 per cent of all children have defective vision which is a drawback to their chances for success in life and that this lack imposes upon the state a big burden in retardation and in lessened efficiency in the occupations of life.

The research work of the Illuminating Engineering Society was brought before the Congress by several speakers, particularly by Prof. C. E. Ferree of Bryn Mawr, who presented the results of a remarkable series of tests of the acuity of vision under the various systems of lighting. Dr. Ferree claimed that the simple test with the Snellen charts is unsatisfactory because it leaves out of consideration such important factors as the strength of light, continuity of visionary efficiency, fatigue, adaptability of the retina. All of these he included in his tests, which are as yet uncompleted but which will have an important bearing upon future lighting practice.

An Unsatisfactory Discussion.

Of all the discussions that which appeared most unsatisfactory to the writer was that on sex hygiene. The necessity for a solution of the problem of proper instruction was stated and restated by every speaker who touched upon the idea. The more radical advocates of the subject did not receive much encouragement from some of the discussions by the conservative and practical men. Quite opposed to mere information on matters of sex were Dr. William T. Foster of Reed College and Rev. R. J. Tierney, S. J., of Woodstock College.

"At the outset of our attempt to educate the general public in matters of sex," said President Foster, "we face certain factors which govern the scope, time, place and method of any successful efforts. Failure to give these factors due consideration has brought many attempts to early and unhappy ends, and convinced some people that ignorance is safer than such education."

"No aspects are more important than those concerning morals and religion. The restraining fear of disease may and probably will be thrown off by science. Whether education in scientific aspects of the subject will do good or harm in a given case depends on the extent to

(Concluded on Page 58)

SCHOOL ACCOUNTING

By J. A. ALLEN, Business Director of the Board of Education, Terre Haute, Ind.

An authority says: "An account is a statement in general of reasons, causes, grounds, etc., explanatory to some event; a statement of facts or occurrences." But, the definition of more importance to one concerned in the keeping of accounts is the definition that "An account is a statement, an explanation or vindication of one's conduct with reference to judgment thereon."

In the keeping of accounts, as in everything else, we should work with a clearly defined object in view. An account is a record of transactions with persons, property or things arranged to show a definite result. The results are the things we are interested in. If an account is a record of transactions with persons, property or things arranged to show a definite result, the definite result shown may be juggled to express what is in the mind of the one keeping the account. This emphasizes the importance of system. Objections are often made to some systems that the least variation in the manner of carrying them out causes confusion. This is one of the strongest arguments in favor of system; the more difficult it may be to depart from the regular routine of carrying it out makes it imperative that, once a system is installed, it be carried along without deviation.

Some of the best accountants are men who have learned their lesson from actual experience. It is undoubtedly true that a knowledge of fundamental principles of accounting science is indispensable in the creation of thorough system. Practical experience, thorough analysis of conditions and clear perception of what is most essential in the business, and a clear understanding of what the final result should be are equally important.

Especial Problems of School Accounting.

School accounting in its nature is peculiar. Many conditions surround the question of accounting in the schools that do not occur in a private corporation. Each fund must be used only for the purpose provided by law. One fund may be used for a number of purposes, while another may be for a specific purpose only. The idea that one must merely be a bookkeeper to step into an office and systematize the work is an erroneous one; a fair knowledge of existing conditions is necessary. This is true in the management of any office. When a business man requires the services of an accountant, it is seldom, indeed, that an outsider is brought in to take the management of the office. Usually we find the head of the department is one who has grown into the business, oftentimes starting from the bottom and thereby gaining a thorough knowledge of the work. "Make haste slowly" certainly applies with peculiar emphasis in departing from established office methods to the establishment of a new system.

In attempting to reconstruct the accounting department of any office, and particularly a school office, it is absolutely necessary that one should thoroughly understand all the conditions surrounding the work before an attempt is made to change the form of accounting. Certain fundamental principles may be insisted upon from the start, but it is a grave error to try to accomplish the task of establishing an entirely new system in a short time; to do so causes confusion, waste of energy and additional expenses brought about by the use of books, forms, etc., which later experience will prove to be inadequate for the purpose for which they were intended.

School accounting embraces more than the mere keeping of accounts, ranging from the organization of the working forces, outside of the

office, the buying and selling to departments, to the management of the accounting.

A study of the systems in vogue in a number of public offices discloses the fact that the systems of the business offices differs very greatly. In fact, it is hard to find two cities using two systems that are at all similar, except as to fundamental principles. Being more familiar with the system in use in the schools of Terre Haute, the writer will endeavor to give as clearly as possible a brief outline of the work as now carried on.

Importance of Accounting.

The principle which the managers in the business offices of schools should keep before them at all times, is that they occupy a position between the board and the public; their conduct and manner of performing their duties are often responsible for the standing of the board members with the public. The management of the financial department of a school is either a protection or a menace to the board of control. We should keep in mind that the Board of Trustees is legally responsible for the acts of those intrusted with the work. It should also be borne in mind that the reputation of the one placed in charge of the accounting department is at stake. We not only should be careful in the keeping of accounts, but should be able at all times to prove the correctness of them. Probably more difficulties are brought about through carelessness and through the inability of the accountants to prove what they have done than from any other cause. This being true, it is very important that the work not only be carefully done, but that it be performed in such a manner that we are able to prove beyond a doubt, at all times, that what has been done is correct.

We should have a thorough understanding of the system so as to be able to prove beyond a doubt each step in all transactions. If possible, copies of the original entries should be in the "Minutes" of the board. If this is done, it places the responsibility entirely with the board of trustees who approve the minutes. It is of the utmost importance that all matters pertaining to the receipts and expenditures be brought before the Board of Trustees for its approval. It would cause delay and would not be at all practical for the board to pass on all expenditures for repairs, supplies, etc., prior to each transaction. But reports should be presented to them for their consideration at regular periods, the same to include a report of all work of any description, all receipts and expenditures and this should be made a part of the permanent record of the board. As an additional precaution, the board should be asked to scrutinize their "Minutes" very closely. We find it a good plan to make carbon copies of the minutes for each member of the board. This enables them to look over the record and suggest any changes they desire.

The "Exhibit Ledger".

Journals and Ledgers are rapidly giving way to the "Exhibit Ledger." With an Exhibit Ledger, a simpler exhibit of all accounts can be made. An Exhibit Ledger especially constructed for the work in school accounting is one which shows the warrant number, the name of the payee, the invoice number and the total amount of the warrant in the order named. This gives us the first division of the ledger. Next in order, reading from left to right as before, should follow the different funds, such as library fund, tuition fund, sinking fund, etc. To the right of this section should be a column in which to show the balance of all

funds. The third section should show such accounts as supplies, repairs, printing, lights, telephone, coal, etc. The head of these accounts, beside showing the name of the account, should be numbered consecutively. It is advisable in making an Exhibit Ledger of this kind to have quite a number of blank columns, to the right of the regular printed accounts, to take care of any emergency that may arise. To the right of these accounts should be columns headed with the name or number of the school buildings, and between each column, a smaller column with the heading "Account Number". In the third section it was explained that the different accounts should be numbered. By having an account number column in the fourth section it is easy to check backward and forward.

It is often said that a system of accounting adapted to the needs of a small office is impracticable in a large one. This is, in a great measure, untrue, especially when Exhibit Ledgers are used. The Exhibit Ledger here described can be used in a city of 5,000 population and is equally as valuable in a city of 200,000. Consider the advantages of having in one book a true exhibit of all the business. Take into consideration the time saved and the fact that the task of getting a trial balance at the end of the month is no longer the nightmare of your office. There is not an hour in the day that you are not preparing your trial balance with the use of the Exhibit Ledger, such as here described. First, you have the total amount of the warrant drawn, next the fund from which it is paid. These two sets of columns must balance. The next distribution is to the different accounts. The total of this set of columns must balance with the fund columns and total of warrant columns. The next distribution is to charge the different items of expense to the department or school for which the money is spent. The total of these columns must balance with the total of the account columns, and balance with the account of the fund columns and with the total amount of the warrant column. The totals of all columns should be carried forward. At the end of the calendar month you have before you an exhibit of the work, which with the use of a regular journal and of ledger accounts, would take considerable time to obtain.

Additional Uses of Ledger.

An Exhibit Ledger can be made to add to its usefulness by using the same blanks before described. Enter the month in the date column, and in the total amount of warrant column enter the expenditure for the month; in the fund columns, show the total expenditure from each fund; at the right of the fund columns enter your balances; under the different accounts, such as supplies, repairs, etc., as before enumerated, enter the amount chargeable to these accounts, and further extend the work by showing the distribution of expenditures to the departments, schools, etc. At the end of the year you have a true exhibit of the receipts and expenditures, to whom paid, the cost of maintenance, supplies, etc., and the cost of maintaining each department, without additional work.

The laws of Indiana provide that all public offices receiving and disbursing public funds shall keep a book which shall show the name of the payee, from what fund payment is made, and daily balances. If an Exhibit Ledger, such as before described, is used, it meets the requirements of the law and no additional book is necessary.

One of the columns in the exhibit ledger is

described as the invoice column. This is found to be of great assistance in tracing an invoice. If invoice books are used, the invoices are numbered consecutively and the number of the invoice is carried to the column in the exhibit ledger. It is easy then to refer to the Exhibit Ledger for any invoice by finding the number and then finding the corresponding number in the "Invoice Book". A still further check may be had by making extensions in the invoice book and taking the total at the end of the month, which added to the payrolls which are usually kept in the invoice book, will give the total amount of the expenditures for the month, and must balance with the total expenditures shown by the Exhibit Ledger.

Buying School Supplies.

Particular care should be taken in ordering goods and vouchering. Goods should be bought only on an order issued from the office and a duplicate of the order should be retained. Some offices go farther than this and make out all orders in triplicate and quadruplicate. This is only necessary in securing the vouchers from the different departments showing the transaction. First, the placing of the order, second, the receipt of the goods, third, a voucher as to quality, fourth, a voucher as to entry in the "Stock Book" of the goods received. A more simple plan, and entirely satisfactory with us, is to make the orders in duplicate, one to be sent to the merchant and the other to be retained in the office. When the goods are received they should be entered into the stock book kept for the purpose, showing the firm making the delivery and the amount of material delivered. The merchants should be required to return the order to the business office along with their invoice. This should go first to the stock-keeper, who vouchers it, then to the person in charge of prices, etc., who vouchers it, and then to the bookkeeper. When the invoice and original order is received from the merchant, the original order should be compared with the duplicate order retained in the office. These duplicate orders are valuable in obtaining former prices, etc. If invoice books are not used, a still better system is to have a single sheet which should provide a space for the vouchering, and after the proper vouchers have been obtained the invoice should be attached to this sheet. The sheet should be of proper size to fold neatly to a convenient size of about 3 x 8 inches. These invoices and voucher sheets are then filed and after receiving the return warrant from the bank, the cancelled warrant should be attached to the voucher sheet and invoice. This gives a complete explanation of the transaction, provided the plan of obtaining the board's approval of the different steps has been secured.

Discounting Bills.

A custom in most cities, which should be abandoned, is that of paying bills at stated periods. No business house would try to enforce such a rule as this. To do so means the loss of considerable money as it is impossible to take advantage of the discounts usually offered. By all means, bills should be paid as they fall due. To do this, it is advisable to have an auditing committee consisting of one member of the board. This will not work a hardship on the board from the fact that it is seldom necessary for the auditing committee to meet more than twice a week to pass on the bills before they are paid. By having but one member of the board on the auditing committee, the work can be divided among the different board members so as not to prove burdensome.

An objection is some times made to this plan from the fact that it is necessary to give the head of the department of accounting a number of warrants signed in blank. To overcome this,

the one in charge of the accounting department should be under heavy bond, and the secretary and treasurer should limit the number of warrants to the number that would probably be needed. These warrants should be listed by number, and when used a report should be made to the auditing committee showing the number used and the number remaining on hand. This together with all invoices and a report showing the complete transaction, should be placed before the auditing committee when his voucher is secured. This completed exhibit should then be presented to the board at its next meeting for approval.

Monthly Statements.

Often one of the difficulties of the school boards is that they do not at all times know exactly where they stand as to finances the probable amount of expenditures for a given period, and the receipts for the year. To overcome this, it is a good plan to call a meeting of the board just before the beginning of the fiscal year to define a policy for the coming year and to make appropriations to each department and to each account. If this is done, the first entry in the exhibit ledger should be the appropriations filled in at the head of the column with red ink.

At the end of the month, two statements should be prepared for the board and a copy delivered to each member. First should be the financial statement showing the receipts and disbursements for the preceding month, the balance at the beginning of the month, the balance in the different funds at the close of the month, and the balance of all funds. The second report should show the cost of operation for the past month. It is possible to prepare a report of this nature if careful attention is given to details, without making it too large or bulky. It can be prepared to show a true exhibit and condition of the business at a glance. The report should be ruled to admit all the names of the schools or departments in the first column to the left, commencing at the top working to the bottom of the page. The different account heads should be in the columns standing full length of the sheet. If this is done it is easy to obtain a complete review of the work for the preceding month. To prepare these reports let us suppose that the schools instead of being named are numbered. On the first horizontal line will appear school number one; second, school number two and so on down the page until all the schools are enumerated. In the columns at the top should appear such items as supplies, books, repairs, heat, light, telephones, etc. The total of the figures reading from left to right of the school numbers will give the cost of operation for that particular school for the month. The total of entries under any particular account-column will show the cost of the account for the month. The total of the extensions at the extreme right of the school number will give the cost of operation for the month.

Filing Papers.

Particular attention should be given to the filing of all papers coming into the possession of the business office. A very successful plan with us has been to open a "Document Book" wherein are recorded all papers filed, except such papers as come before the board and are kept with the proceedings of the board. These papers are filed alphabetically. Instead of re-

ferring to the different files and searching through a number of papers for the one wanted, we first consult our document book. Suppose the paper wanted to be a notice of "Street Improvement concerning the Deming School." In our document book, under the D's, is entered "Notice Street Improvement" file 16. This system of keeping a record of all documents filed is as essential in a small office as in a large one.

We should not lose sight of the fact that in our attempt to eliminate details to a minimum, with the use of the Exhibit Ledger, that a number of supplementary books must be kept. A cash book, of course, is indispensable. In connection with the cash book should be used a receipt book. All moneys received by the office should be receipted for and the stubs retained. These stubs assume vast importance at times, especially when your office is undergoing an investigation by the state department.

Teachers' Payrolls.

One phase of the work that has proved a source of worry and dissatisfaction has been the different methods of meeting the monthly payrolls. This matter is not of as much importance in a small place where there is from ten to forty persons to be paid, but when the number of persons increases to three or four hundred, it becomes a different problem. Our method of handling this matter has proved very satisfactory and has been approved by the state department having charge of all public offices. We prepare a payroll with the heading of "Receipt" at the top of the sheet. To the left is the name of the employee; set opposite each name to the right is the amount due each person. This payroll is then sent to the bank with a check to cover the full amount of the payroll. Each employee calls at the bank and receipts for the amount specified in the payroll. But one objection has been offered to this plan, namely, that no bank can be found that cares to do this work. An investigation, however, will undoubtedly disclose the fact that the banks are willing to do the work for the additional business and prestige it gives them. However, if it should be found that no bank cares to handle the payrolls in this manner, it is possible for the business office to make payments, drawing a warrant for the full amount and placing the respective sums in an envelope to be given to the employee when the payroll is signed. This eliminates the stupendous task of drawing a warrant for each individual, and mistakes are reduced to a minimum, for the reason, that if warrants are used, the name of each payee, with the amount paid to them, must be copied from the warrant into the proper book. With the use of the above payroll plan but one entry is necessary. Probably in the following order: — Teachers — \$31,000.00, distributed to the following schools, and only the totals of the different sums paid to the teachers of any one school must be entered. This system of meeting the payrolls saves time and work. It is accurate and far less subject to juggling than is the plan of issuing a warrant to each individual employee.

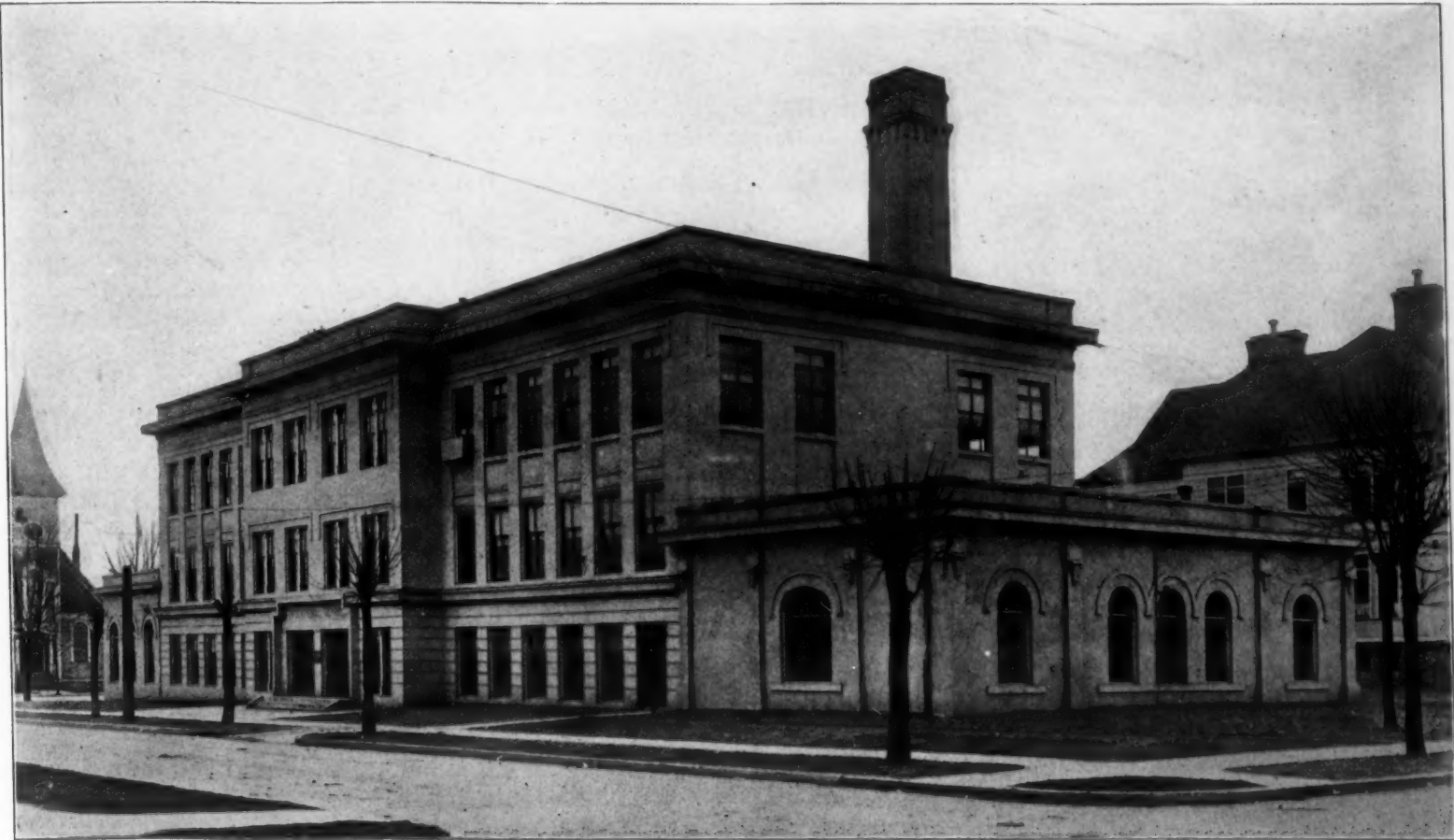
Distributing Supplies.

As the business offices are in charge of work other than the accounting, careful attention should be given to all the different departments.

(Concluded on Page 61)

TERRE HAUTE PUBLIC SCHOOLS									
Receipts and Disbursements for the Month of _____ 191__									
	SPECIAL FUND	LIBRARY FUND	STATE AND CONGRESSIONAL FUND	SUPPLEMENTARY TUITION FUND	EDUCATION FUND				Balance
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Fig. C. Monthly Report Form for Receipts and Disbursements.



VOCATIONAL SCHOOL, EVERETT, WASH.
B. F. Turnbull, Architect, Everett.

A VOCATIONAL SCHOOL.

A most interesting solution of the problem of centralizing the secondary manual training, the pre-vocational and the trade instruction, offered in the public schools of a city in a single building, is presented in the new vocational school of Everett, Washington.

The organization and management of a school which is so comprehensive in its function involves considerable study of present school conditions and of probable future growth and is difficult because of the lack of precedent. A year's use of the Everett school has amply justified the judgment of the schoolmen and of the architect who co-operated in planning its several features.

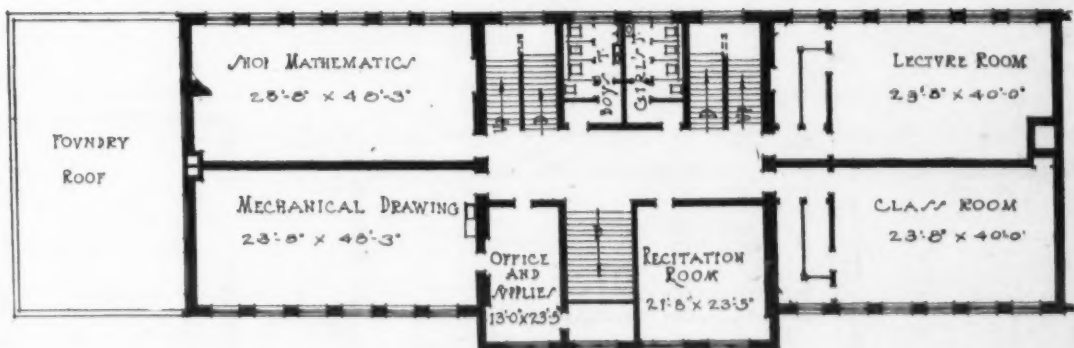
The building houses three distinct, independent departments, related only in the general character of the work. The first of these is the high-school manual training and domestic science departments to which boys and girls enrolled in the regular high school are admitted. The second is the pre-vocational course for pupils below the high school who do not expect to continue their education beyond the grades but who want some practical instruction in the use of tools, in cooking and sewing and in such academic studies as are directly related to their probable future occupations.

Regular trade courses constitute the third department for boys who have completed the eighth grade and who desire to become apprenticed as carpenters, cabinetmakers, patternmakers, machinists or electrical workers, and for girls who want to become seamstresses or milliners.

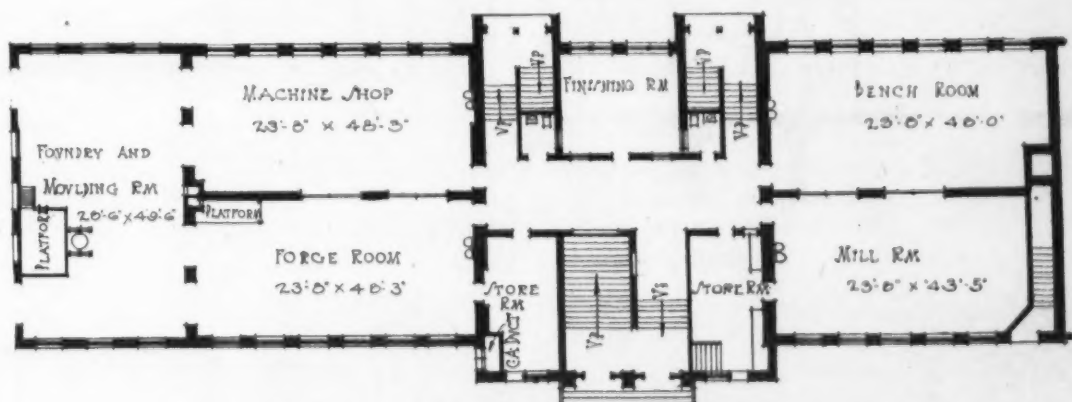
It is evident that each of these departments must necessarily offer instruction, differing radically in content, scope and method. The building has been arranged, accordingly, to be in each of its departments as complete and as flexible as the resources of the community permit and the development of the respective courses demand.

The building is constructed of reinforced concrete with a rather plain exterior finished with cement plaster, and a concrete roof covered with

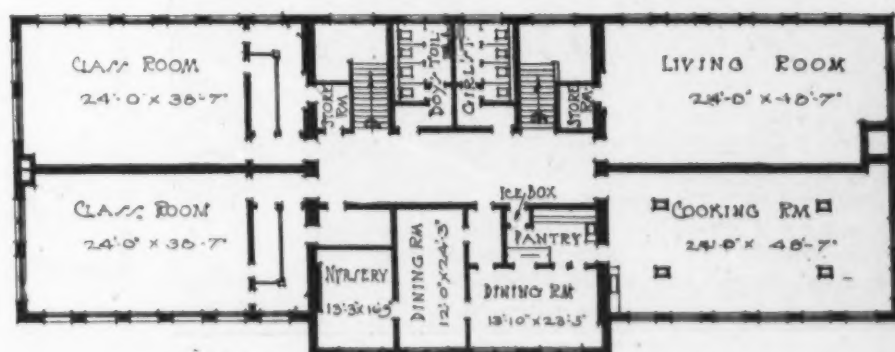
(Concluded on Page 43)



FIRST FLOOR PLAN, EVERETT VOCATIONAL SCHOOL.



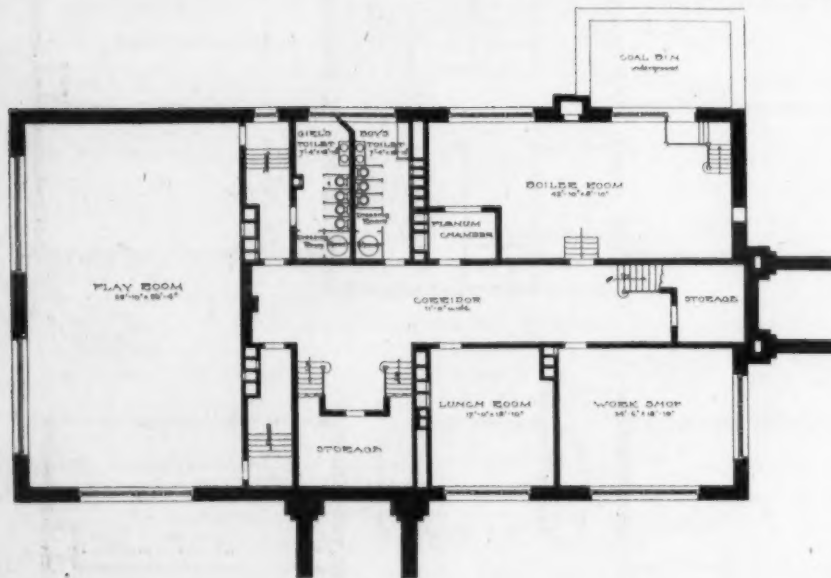
BASEMENT FLOOR PLAN, EVERETT VOCATIONAL SCHOOL.



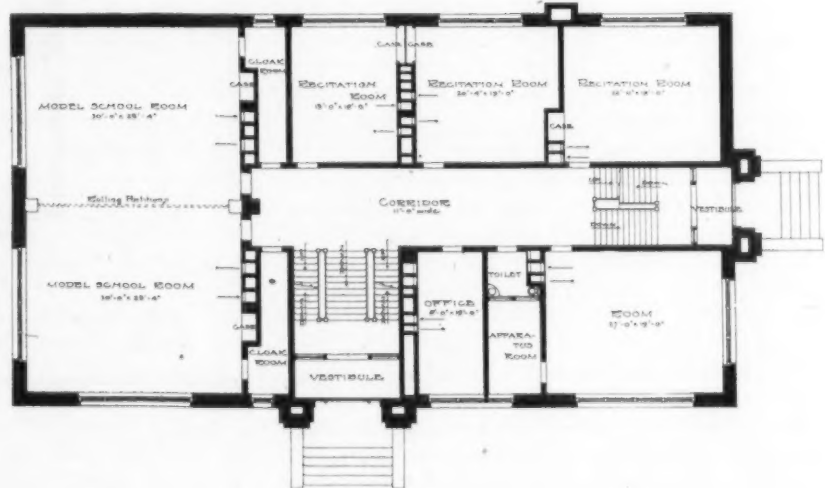
SECOND FLOOR PLAN, EVERETT VOCATIONAL SCHOOL.



COLUMBIA COUNTY TRAINING SCHOOL, COLUMBUS, WIS.
Parkinson & Dockendorff, Architects, La Crosse, Wis.



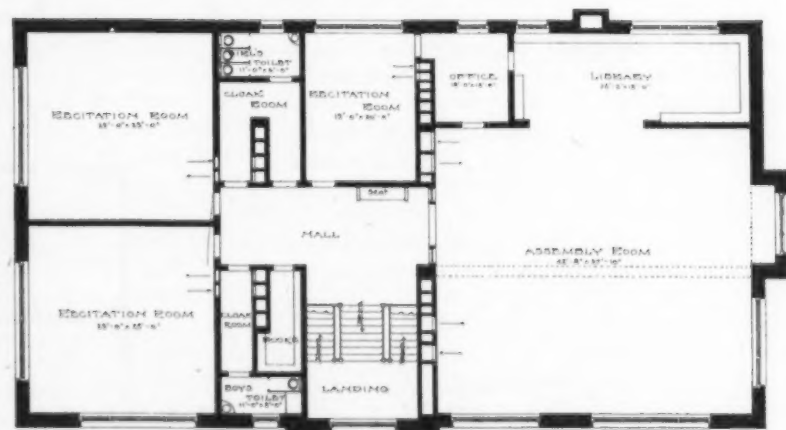
BASMENT PLAN
Scale 1/8" = 1'-0"



FIRST FLOOR PLAN
Scale 1/8" = 1'-0"



PERSPECTIVE VIEW.



SECOND FLOOR PLAN
Scale 1/8" = 1'-0"

(See page 63)

FLOOR PLANS, COLUMBIA COUNTY TRAINING SCHOOL, COLUMBUS, WIS.



CENTENNIAL HIGH SCHOOL, PUEBLO, COLO.

A WESTERN HIGH SCHOOL.

The new Centennial high school building at Pueblo, Colo., will when completed cost, approximately, \$275,000 and will be one of the best equipped schools in the west. It is being built in sections and takes the general form of a cross, covering a site of an entire city block. It will contain a total of fifty-two class and recitation rooms, laboratories, etc., in addition to rooms for teaching industrial arts.

The east wing is given up wholly to the gymnasium and assembly hall. The former is equipped with complete gymnastic apparatus costing \$10,000 and has, among other novel features, a plunge bath, baseball cage and locker space for 400 students. The assembly hall will seat 1,200 persons and is arranged not only for school use but also for concerts, amateur theatricals and lectures.

The basement of the west wing and of the central part of the building is given up to shops and work-rooms for the vocational department, lunch-rooms, heating apparatus and space for the janitor.

On the first floor there are, in addition to ten classrooms, executive offices of the board of education, a public library room and retiring rooms for the teachers. The second floor contains eight classrooms, a large students' reference library, the principal's office and two laboratories. Practically the entire third floor is given up to laboratories, art rooms and the household-arts department. The last mentioned consists of a kitchen, store and locker rooms, a laundry, sewing-room and a completely equipped dining-room. All of these rooms, like the other laboratories, are equipped with gas, water and electricity and are specially ventilated by means of suction fans.

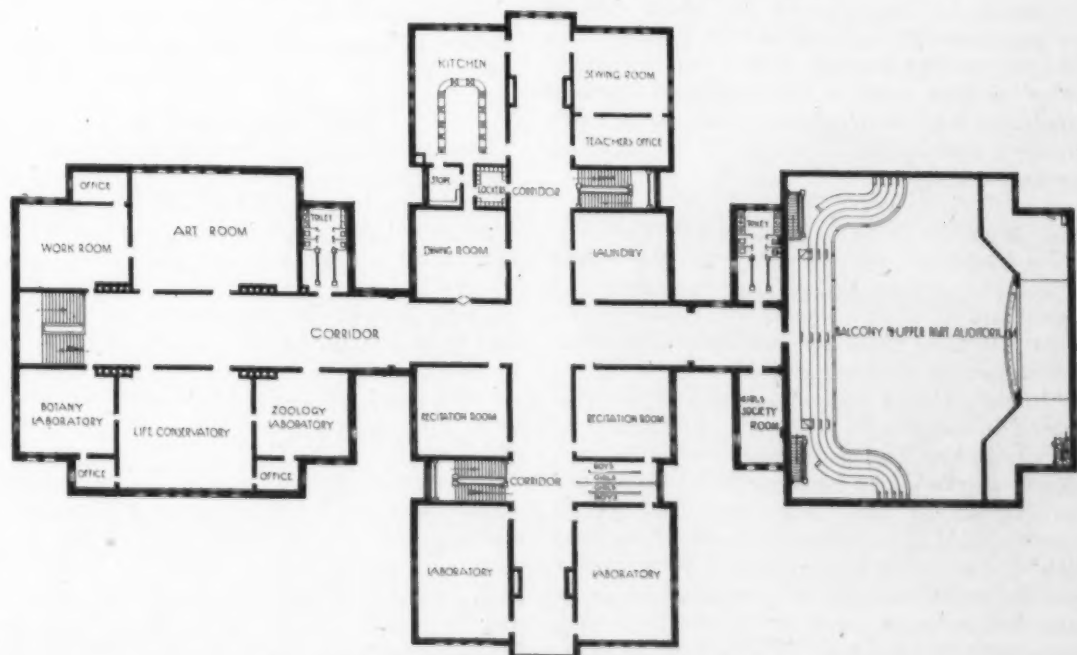
The sanitary equipment of the building includes a plenum heating and ventilating plant, flush water closets and urinals on each floor, sanitary drinking fountains, etc. The whole building is lighted with electricity and the machinery in the shops is driven by the same power.

The architect is Mr. George W. Roe, Pueblo.

The California State Department of Education has awarded to the San Diego public schools the prize for the best example of a four-room school-house. Of more than 400 sets of plans the San Diego buildings were chosen as examples of four-room fireproof buildings. The plans for the structures were drawn by Mr. Theodore C. Kistner and are designed on the unit plan, so that they may be enlarged to twelve rooms when needed.



SECOND FLOOR PLAN, CENTENNIAL HIGH SCHOOL.



THIRD FLOOR PLAN, CENTENNIAL HIGH SCHOOL.

(See page 26)

THE AMERICAN School Board Journal

DEVOTED TO

Legislative and Executive School Officials

WILLIAM C. BRUCE, Editor

EDITORIAL

TO SUBSCRIBERS.

Subscribers who are changing their address are earnestly requested to send notice of their new location to the "Circulation Department" at Milwaukee so that all copies of the "School Board Journal" may reach them without interruption. Both old and new addresses should be exactly given.

THE SCHOOL PHYSICIAN.

That the school physician need not be the most experienced member of his profession, who can ferret out rare and strange diseases or perform difficult operations is generally conceded by men who have followed the progress of the medical inspection movement.

The best school physician is one who is a *health officer*, well trained and fairly well experienced in the medical profession, who knows something of educational theory and practice, who understands public hygiene and who has some knowledge of sociology and some experience in practical social work.

Rightly considered the true function of the school physician is to conserve health rather than to cure illness. Inspections for contagious diseases are chiefly preventive in that they seek to guard the well from contagion. The discovery of physical defects and of mental deficiencies, while it has as a primary purpose the cure of existing conditions, has as its ultimate aim the positive improvement of general health. Similarly, sanitary inspections seek conditions ensuring proper ventilation, plenty of light, clean classrooms, sanitary plumbing, pure drinking water and hygienic drinking fountains.

The school physician who is of most value is the man who is ambitious to develop a healthy lot of school children. He must be a man with plenty of enthusiasm and energy to keep up a continual warfare against ignorance, filth and disease. He must have sufficient kindliness and earnestness to show children the necessity of cleanliness and health and much force and courage to compel unwilling parents to comply with his orders.

The office of school physician will undoubtedly become a distinct branch of the medical profession at some time, for which well defined standards will be set and for which definite preparation will be required. At present it is the duty of school boards to avoid mere political office seekers, callow, inexperienced medical graduates fresh from college, broken-down, back-number practitioners and, above all, positive professional failures.

MARRIED WOMEN TEACHERS.

An interesting opinion that bears the weight of authority gained by many years of observing conditions in schools, comes from Charles W. Eliot, touching upon the employment of married women as teachers. President Eliot writes:

"In my opinion the employment of married women in the schools is not for the interest of the pupils, the teachers, or the community as a whole. Furthermore, I believe that it is not for the interest of the community that young women should in practice work as teachers more than five years on the average. Within that time the great majority of normal school graduates can make an ample return for their education at public expense. To this practice there would always be valuable exceptions.

"It follows from these premises that the proportion of male teachers in the public schools should be increased, whatever the necessary cost."

Enthusiasts for women's rights may argue on the absolute justice or injustice of denying married women places as teachers. We are rather inclined to believe with President Eliot that the rights of the public and of the children precede those of a very small percentage of teachers who may desire to enter matrimony and that true justice in the larger sense demands their exclusion from the schools.

A GEORGIA "REFORM"?

With much enthusiasm, but scant regard for the facts, Mr. C. R. McCrory, a member of the Georgia House of Representatives, is making a campaign for cheaper school books for his state. Taking the misleading prices prevalent in Ontario, Canada, the honorable Mr. McCrory argues hotly that the book publishers are robbing the people of Georgia out of vast sums, all of which might be saved by local authorship and state printing.

To anyone who knows how inferior in quality of contents, paper and binding the Ontario books are; how they have been a political football, the source of graft and a means of increasing the hold of a huge mail-order monopoly in general merchandise, Mr. McCrory's illustration appears woefully ridiculous. His allusions to California's experience with state publication and Kansas's new scheme prove that he is misinformed upon the true conditions in these commonwealths. It will be interesting to note whether the Georgia legislators will act upon the mass of conjecture and misinformation which Mr. McCrory is offering them.

No one will complain if the committee which has been appointed by the legislature will investigate the school-book situation in the United States completely and fairly and will recommend legislation based upon principles which place the interests of the schools first.

A SCARCITY OF TEACHERS.

The scarcity of teachers in some sections of the country points again to the salary problem as a fundamental stumbling block to school progress. The growth of normal schools, and of normal courses in high schools, is evidence that there are many young women, and men, too, who are preparing for a teaching career. That the majority of these remain in the profession only a few years and that a considerable percentage never accept a position is proof that something is radically wrong. At the bottom of it all is the unwillingness of school boards to pay salaries commensurate with the dignity of the office and with the preparation required for it.

FIRE PROTECTION.

The importance of fire protection and the best modern means of securing school buildings against the dangers of conflagrations are ably presented by Mr. Frank Irving Cooper and Miss May Ayres in this issue of the School Board Journal. Little can be added to what these students of schoolhouse conditions urge except that it is a supreme duty of school boards to inaugurate a policy of fire protection, which should extend not only to new buildings about to be erected, but also to the old schoolhouses which are in use.

The Boston schoolhouse commission is giving a splendid example to the school authorities of the country in its adherence to a strict policy of precaution against fire. During the summer of 1912, Boston spent \$25,000 for fire escapes; \$14,000 for fireproofing basements, and \$15,000 for fire alarm systems. The work included the installation in some cases of sprinkler systems, of

changing electric wiring and of re-arranging exits. Only a few buildings in the city now are without adequate protection and these will be completed before the end of the present year.

Every school board can do what Boston has done if its membership is only willing and if its executive officers will insist upon directing all repair work with fire protection in view.

A WRONG IDEA CORRECTED.

The powers and duties of members of boards of education are rarely understood or appreciated by men and women taking the office for the first time. In fact there is a wide-spread, erroneous opinion touching the functions and relations of superintendents and school boards which is cause for most of the misunderstandings and troubles which arise in school administrative labors.

A discussion of the correct relations of school boards to the professional officers of the schools, which appeared recently in the *Pekin, Ill., Times* is most interesting:

"Some seem to entertain the theory that members of boards of education have the right, and that it is a part of their official duty to direct the teachers in their employ in practical school-room work; as to how much they should do, how it should be done and when; the character of the instruction to be given, discipline of pupils, department of teachers—in short to criticise the teachers' work in such way as may seem proper to them. Nothing could be farther from established practice, and recognized right school management. The superintendent is the executive head of the schools. He is responsible to the board, and the principals and teachers are responsible to him. If any teacher is failing in service, or any principal, it is his business to know it, and to report such failure to the board, and it then becomes the duty of the board to act upon such information. Unless, upon investigation, it shall be found that the judgment of the executive head of the schools is prompted by prejudice, or personal feeling, or, if he is not palpably incompetent through ignorance, his recommendation should be followed. If he is incompetent or unfair, it becomes their duty to remove him.

A school board is a business body, not a professional one. It makes rules and regulations for the schools. It enforces them through its superintendent. No member of the board has a right to volunteer suggestions to the individual teacher. If any are made they should go through the superintendent—possibly through the principal. If a teacher should ask for suggestions, then a visiting official in a graded system, may venture to comply. In short, no member of a city school board should assume to have any voice in the executive management of the schools except by direct instructions of a majority of the board given at a meeting where a quorum is present in legal session."

MRS. YOUNG REMAINS.

What threatened to be the unjust ending of a most honorable professional career, has been turned into a remarkable endorsement of Mrs. Ella Flagg Young and of her administration of the Chicago public school system. By a vote of fourteen to one, the board of education last month rejected her proffered resignation and adopted resolutions of confidence and appreciation.

Mrs. Young's confirmation is, however, not only a vindication of herself, but also a signal victory for the civic conscience of Chicago, which will not brook any more political interference with the schools and will not tolerate the persecution of efficient public servants by self-seeking commercial and private interests. The women suffrage and club interests of the city

contributed not a little toward the agitation for Mrs. Young by driving the politicians to cover.

After all is said, the Chicago board of education stands in an unenviable light. A portion of its membership at least is swayed by political and commercial interests, by personal prejudice and by spite. They have not a clear conception of their relations and functions, but hold a low standard of official responsibility as directors of the public school system.

SCHOOL-BOARD COMMITTEE WORK.

One of the complaints which superintendents make against members of boards of education is their carelessness in attending committee meetings. This carelessness frequently constitutes a serious dereliction of duty because most of the important business of a school board must be threshed "in committee" with the advice and assistance of the professional school officers.

It must be admitted that the duties of a school-board member are onerous. If he is faithful in attendance at all conferences and meetings he is apt to find that serious inroads are made upon his leisure time and that occasionally some of his business hours must be sacrificed. The public gatherings, to which he is invited, be they teachers' lectures, school entertainments, graduations, special holiday exercises, also consume much time when considered in the sum total.

There can, however, be no excuse for a man or woman accepting and holding a membership on a school board who does not give his time to meetings and conferences. There is no greater honor at the gift of a community than a seat on the school board and the person who accepts this honor should appreciate it and meet the sacred duties which it implies. To one who does not, only the severest criticism is due. When a reprimand does not bring him to a realization of his position, a demand for his resignation is in order.

A SPECIAL INVESTIGATOR.

Of recent progressive innovations in school supervision it is difficult to name a more significant recognition of the value of the expert than the appointment of a special investigator for the New Orleans school department.

While every superintendent and supervisor must be an investigator of administrative and supervisory methods, of plans of school organization, of courses of study and of classroom methods none can devote his entire attention to research and to the comparative study of local conditions, policies and tendencies. This the special investigator will do for New Orleans. His first study, which is already under way, relates to vocational education and is to comprehend a complete survey of the local industrial situation, and of vocational schools in the United States and Germany. The results of the survey will be applied in the establishment of a vocational school for boys and girls,



The Grim Spectator.

a building which is already in course of construction. Further studies will follow as the superintendent and his associates find problems which demand extended study.

The New Orleans idea of employing a "special investigator" is based upon conditions similar to those which have called forth the establishment of municipal efficiency and research or reference bureaus. The functions of the city school department have become so inclusive and its problems so complicated, and so varied that there is ample room for men who will devote their entire time to study and research. At the same time modern educational science has grown so much in content, and modern educational endeavor is so diverse that no superintendent can be expected to attend to the duties of his office, efficiently and expeditiously, and find time to "keep up" with all the movements in school administration. It is just here that the trained "investigator" can be of immense service in weighing and measuring new ideas, in comparing conditions, in studying products, and can present to the superintendent and the school board, in carefully digested form, the results of his duty.

The experiment of the New Orleans authorities will be watched with much interest. Certainly it promises greater success than the hurried, superficial surveys which are being urged so much just at present.

A SEPTEMBER DUTY.

"Report and isolate every possible case of contagious disease!" is the timely advice given by the Chicago board of health in an effort to stamp out contagious diseases just before the opening of the school year.

The situation which confronts Chicago exists in every city and village in the United States which the reopening of classes will aggravate a thousand fold unless prompt measures for prevention are taken.

School boards here have a grave duty imposed upon them. Even more than the health authorities they owe it to the children and parents of their communities to see that the health dangers of the classroom are minimized during the early weeks of the school year. It should be the proud boast of every school that the percentage of contagious disease has not mounted alarmingly during September and October.

POLITICS AND SCHOOL BOARDS.

Of all public legislative-administrative bodies in the United States, school boards have been tainted least with the evils of politics and personal political ambition. The chief reason for this happy condition has been the fact that school-board members are unpaid and that the vast majority serve not for personal preferment or gain but because of pure, patriotic motives—the welfare of the American school children.

There is no more certain way of injecting into the schools the virus of politics than by paying school boards salaries sufficient to make the office worth seeking for its pecuniary compensation. No single condition will make the best men of a community draw back from membership on and candidacy for the board than a salary, and none will bring out the mediocre and the selfish, the half-failures, the opportunists, and the grafters.

A well-paid school board is invariably an inefficient board. Its ideals and methods are those of the city council and of the county board of control. It is almost invariably overbearing, and regardless of the professional rights and duties of the supervisory and teaching corps.

The San Francisco board of education, which is one of the very few paid boards in a large city, has recently given indications that it is suffering the inevitable results of its form of organization. The dismissal at the close of the last school year, of Mr. James Ferguson, the very efficient and scholarly principal of the Polytechnic high school is evidence of its spirit. No good cause existed for legislating Mr. Ferguson out of office, except perhaps that he knew too well his official prerogatives and stood for their recognition. Estimable as the members of the San Francisco board are individually, their administrative policy is that of a political body and not of a school board.

Boards of education must be constituted so that their only motives can be those of the best citizenship—seeking the welfare of the children, in which is bound up the future welfare of the nation.

MR. BUCHANAN ELECTED.

Out of a field of more than thirty active applicants the Oklahoma City board of education has selected Mr. G. V. Buchanan of Joplin, Mo., to succeed Superintendent W. A. Brandenburg.

Mr. Buchanan is one of those hearty, aggressive westerners whose forceful, well-balanced personality fits him especially for the trying task of administering a rapidly growing school city. In Joplin he has been signally successful during a period of twenty years and leaves a system of schools that are among the most progressive, well-adjusted in Missouri.

In his new field of endeavor Mr. Buchanan has the hearty, good wishes of the School Board Journal.

The child with the greatest handicaps of body and mind should receive the most assistance.

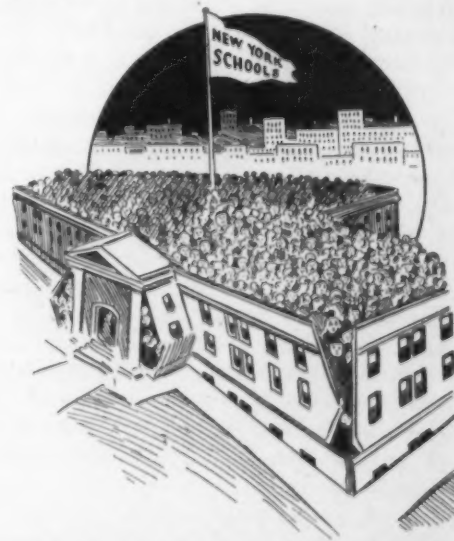
Some school-board members know as much as their superintendents, but this is not saying much for the school-board members.

Some school-board officials can best serve the cause of progress by retiring to private life.

The janitor whose chief qualification is the fact that he is a voter or vote getter is not a fit man for a school job.



Mr. Pearce leaves the Milwaukee Superintendency.



New York Schools Overcrowded Again.

COLOR SCHEMES FOR CLASSROOMS AND THEIR EFFECTS

By J. W. REDWAY, Mt. Vernon, N. Y.

Several years ago a teacher in our faculty broke down from eyestrain and asked a leave of absence. After several weeks she returned to her class apparently well; but a month later she was compelled a second time to give up her work and was not able to resume her duties during the rest of the school year. Her physician was of the opinion that the trouble, an acute inflammation of the nerves of the eye, was caused by the intense red light reflected from a brick wall a few feet from the windows of the room. When these facts had been ascertained, the wall was repainted a dull gray-green and the shades were changed in order to control the light entering the room. Most likely the case was one of individual idiosyncrasy but even this case might have been avoided by removing the cause.

The matter seemed so serious, however, that I took up the matter of color in classroom decoration. In our own buildings the color scheme had never been standardized; we had accepted what the principals had requested or what the painters had put on the walls. Several principals preferred brown shades because they would not show dirt, a reason in itself sufficient to prescribe them. One principal had most of the classrooms of his buildings tinted in a light-shade of steel blue because it was a clean color. In a few buildings, the side walls were in varying shades of green—in one case a most brilliant Sicilian green.

During fifteen years of observation among nearly a thousand buildings, I recalled that especially in places having organized building systems, the prevailing color schemes were varying shades of cream for ceilings and gray or green for side walls. I, therefore, made a pretty general inquiry as to the reasons for using these colors. The replies were almost uniform: "These colors are restful." I, therefore, began experimenting with them.

The first experiments were unsatisfactory. A cream tint, inclining to Salmon color was decidedly objectionable because of harshness; a cream tint inclining to lemon-yellow was likewise objectionable. Finally it was discovered that a minute proportion of olive-green, not enough to show itself, but enough to soften the yellow, gave a very desirable effect.

For the side walls, varying shades of soft blue-green have proved very satisfactory. If a very light tint is required, it is better to dilute with cream rather than white. If the color requires to be darkened, it is better to darken with blue rather than with black, the latter giving an unpleasant tint with much absorption. Under certain conditions, the tint may be reduced with a gray-blue.

The question of absorption is important. Two adjoining classrooms, similarly situated, had apparently about the same shade of color. One, however, reflected about ten or fifteen per cent more light than the other; and the difference lay chiefly in kinds of pigment. The selection of the pigments is, therefore, quite as important as the selection of the shade. As the names of paint colors are wholly empiric, each manufacturer creating his own nomenclature, I regret that I cannot give specific names; however, the tint marked "Nile Green" under "Spectrum" in the Standard Dictionary, gives a fair idea of the quality.

The depth of the color must be governed by the intensity of the light and the window

capacity. If the room is well lighted, a rich shade on the walls will reflect a sufficiency of light. In a poorly lighted room, the color should be diluted until it approaches white. Warm grays are not an impossibility, and when the right shade is found, the result is very pleasant. They usually absorb much light.

White gives an unpleasant effect as a rule; even basement walls and stair soffits are better in a light cream than in white. If white is used in wainscotings it would better be enameled.

For brick surfaces, I have found that cement paint gives very satisfactory results, especially for exteriors. It is prepared by several leading manufacturers. After three years of trial, it has been much more durable and weatherproof than ordinary paint, even on out-of-door cement and concrete.

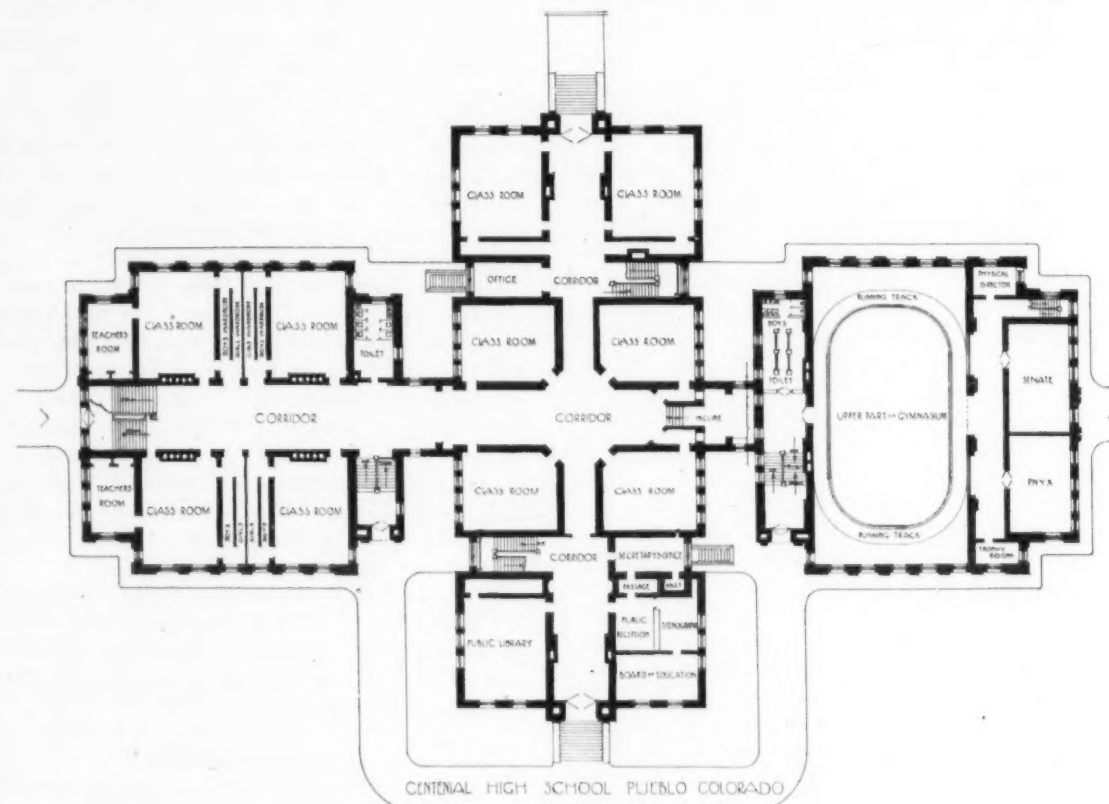
BUILDING AND FINANCE.

Seattle, Wash. The school board has terminated its insurance policies on school buildings which were taken out three years ago. The board intends to provide for its own insurance fund under an act of the last legislature which allows school districts of the first class to create a permanent insurance fund through an additional tax.

The board in refusing to renew the policies contended that recent buildings erected were fireproof and that the others are so scattered and unexposed as to justify the district in carrying its own insurance.

Minneapolis, Minn. By adopting the British Thermal Unit system of purchasing coal, the school board has developed competition among dealers who desire to supply the coal for the public schools. Great variation in the number of heat units in the coal and in the per cent of dry ash was apparent in the bids submitted by seven competing firms.

Until three years ago the board had purchased its coal on the basis of price alone thereby giving little choice in the matter of competition. During the past year it has been estimated that the board has saved about twenty-eight cents on each ton of coal purchased as the result of obtaining it on the B. T. U. basis. Dealers who do not furnish coal which is up to the standard are penalized.



FIRST FLOOR, CENTENNIAL HIGH SCHOOL, PUEBLO, COLO.



(See page 23)

BASEMENT, CENTENNIAL HIGH SCHOOL, PUEBLO, COLO.



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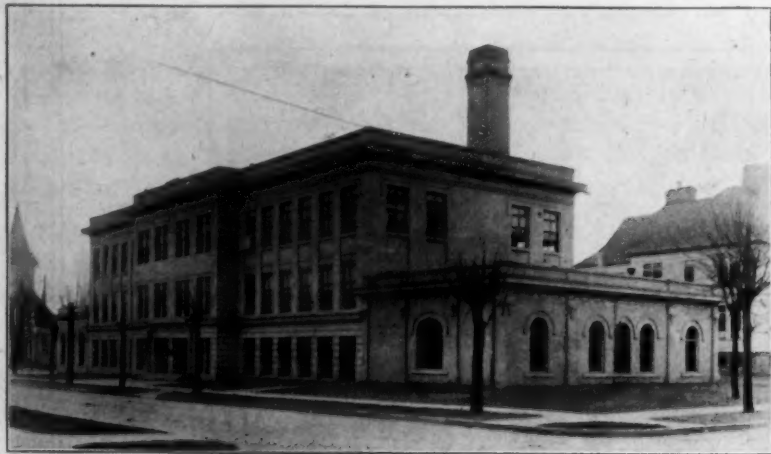
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THE SELECTION OF ARCHITECTS

The problem of selecting an architect for a proposed schoolhouse is one of the perplexing duties of a school board in which the private business experience of the members is not of much avail. Even the man who has had considerable building done for himself will find that he is at a loss in proceeding to a choice.

A public project like a schoolhouse brings out elements of competition between architects that the private individual or corporation can brush aside with ease. The idea of equality before the law makes every architect, no matter how unfitted he may be, consider himself eligible to act for a board of education. The fact that the designing of schoolhouses involves many fine technical considerations which can only be met by an architect who has had considerable experience in this class of work and who is acquainted with the pedagogical, hygienic and administrative requirements of a school building, does not enter the mind of the average applicant because he is absolutely ignorant of these problems and of their bearing upon his selection.

The American idea of fair play and the desire of school boards to obtain the best possible plans for a proposed building are the causes for the gradual introduction of the competitive system of selecting plans for public buildings. For a variety of reasons, the competitive system has not worked well and the most progressive boards of education are turning to some other means for finding efficient architects. These means, they believe, should involve the idea of fitness for a given piece of work based upon past performances rather than upon a well drawn set of sketches, or a beautifully colored perspective.

A contribution toward better methods in selecting architects has been made by the school board at Parkersburg, W. Va., where the old

"competition" was ruled out in the selection of plans for a high school. Under the leadership of Superintendent H. B. Work, the board issued an invitation to architects to submit themselves for the project in hand according to the terms of an "invitation". This invitation, which is printed below, embodies all of the advantages sought in the "competition" plan, and adds the factor of personal fitness which the latter usually overlooked. The invitation is self-explanatory:

The Invitation.

1. The city of Parkersburg has voted \$300,000 in bonds for improvements in its public schools.
2. It is intended to expend about \$225,000 of this amount for a high-school building.
3. The board of education desires to secure the services of a competent architect, and this notice is sent to you for the purpose of inviting you to appear before the board on July 10, 1913, if you desire to be considered in connection with the architectural work of this building.
4. The board has, in a preliminary way, decided on the kind of building that will meet the requirements.
5. Preliminary sketches for the proposed building are not desired at this time. The board expects to select the architect who is best qualified to do the work.
6. If you appear before the board on the above date, the board would ask you to be prepared to answer the following questions:
7. How long have you been engaged in your profession as an architect?
8. What has been your training and experience? Included in this question the board desires information as to what buildings you have designed, including buildings other than school buildings.

9. The board would be pleased to see photographs of some of the more important buildings which you have planned and erected.

10. Give the approximate cost of the various structures which you present as examples of your work. Also, state the names of the general contractors for such buildings and state whether or not you had charge of the supervision of the construction.

11. Give an outline of your methods of doing business—how your plans are prepared, how detailed, how many copies of plans you furnish. Submit samples of working plans, details and specifications of at least two jobs.

12. A brief reference to your methods of handling work would be desirable.

13. What are your facilities for handling work of this kind? Have you in your employ competent designers and engineers and building superintendents?

14. Give such other information as you yourself would like to have if you were about to employ an architect for a building of this kind.

15. The above information should be submitted in writing, which should be left with the board, but the board desires you to appear personally at the above date if you are interested in this work.

16. After the board has decided on the architect to whom it thinks this commission should be given, it will expect him to prepare preliminary sketches of the proposed building and develop such sketches until a satisfactory plan has been evolved. Should the architect appear to the board to be incompetent to prepare plans for the kind of building desired then the board would expect to be at liberty to take the matter up with some other architect, and would be under no obligation to the first party.

17. The architect chosen for the work will be expected to enter into a proper contract with the board. The fee for full professional services will be — per cent. Other conditions



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of the contract will be in accord with the usual practice and must be satisfactory to the board.

18. After you have appeared before the board on the above date and have submitted to it in writing the information requested, the board expects to make a thorough investigation of all applicants before calling in one of the number to prepare preliminary plans.

19. Please advise promptly if you desire to come before the board. If you wish to appear but cannot come on the date mentioned, please advise what date will be convenient, making it as near the date herein mentioned as possible.

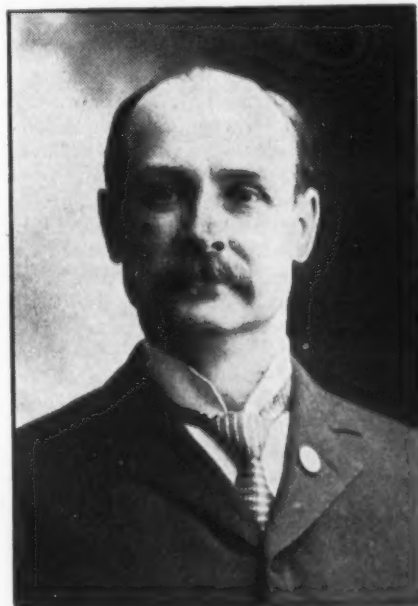
SCHOOLHOUSE VENTILATION.

Present methods of heating and ventilating schoolhouses were objects of sharp criticism during the recent convention of the American Society of Heating and Ventilating Engineers.

Mr. J. W. H. Myrick, a prominent engineer argued that "the present plenum system of admitting air at the top of the room in most school systems of ventilation is a menace to present and future generations. Macfie and all authorities agree that CO is most abundant at the ceiling, and the black streak between the laths and furring shows the fine dust left as the air has percolated through the crevices. The temperature of the foul air from the body is 98.06 deg. F., which naturally causes it to ascend quickly to the ceiling with its content of three bad elements that should be gotten rid of at once. The introduction at the floor of 10 cu. ft. of air per minute for each pupil at 65 deg. F., will properly supply everyone in the room and save two-thirds of the hot air demanded under plenum requirements, without overheating or pasteurizing. Dispense with the fan, stack heater or aspirating coil; eliminate these fixed costs of maintenance and make the room fool-proof, so that an open door or window will not cut off the entrance of both fresh air and heat, which is the case now during one-third the school year."

"Prof. Bass, of the University of Minnesota, has proved that 6 cu. ft. of air per minute per pupil supplied through the individual duct method is as good as 30 cu. ft. This statement means a financial saving and, I believe, a physiological benefit, for certainly all tests have shown more dust and CO at the ceiling than elsewhere. An individual air supply does not contaminate one's neighbor.

"Dr. Gulick draws the line between fresh air and pure air. This statement should be well considered. The question arises whether a stationary or standard temperature and relative humidity is best. This climate is one of extremes, and protection from the elements is necessary. A continuous diet of the same food is unhealthful, and air is as important as food.



G. V. BUCHANAN,
Superintendent-elect, Oklahoma City.

It may be a question of different constitutions and temperaments; what is food for one may be poison to another.

"A national law for ventilation should be passed as soon as the doctors and engineers can agree on some sliding scale, for I question if they ever will get nearer than that. If this is a question of health, as we all agree it is, then it is for the whole country, and is not to be imposed on any business interest, town, city or state as an overhead charge or expense in competition with another section of the country less interested in the welfare of its citizens. I disagree with some as to the sense of smell being a barometer. Statistics show no increase of death rate among the sewer workers of London or the garbage men of our large cities. The disinfectant of our lavatories may change the odor, but I question if one with it is healthier than the other without it.

"The death rate in summer months tells us unquestionably the danger point of both heat and humidity.

"Let our laws also include the crowded conditions in modern office buildings, where large clerical forces are sometimes found without even a transom over the door."

VENTILATION TO BE STUDIED.

A comprehensive study of the fundamental problems of ventilation, particularly as they are met in school buildings, will be begun shortly by a commission appointed by Governor Sulzer of New York State. The commission is headed by Professor C. E. A. Winslow of the College of the City of New York and includes Dr. Edward L. Thorndike, Dr. James A. Miller, Dr. Frederic S. Lee, Prof. Earle B. Phelps and Mr. D. E. Kimball, heating engineer.

The connection of the commission with the state is formal rather than actual and researches and experiments which are proposed will be conducted with the co-operation of the College of the City of New York and probably

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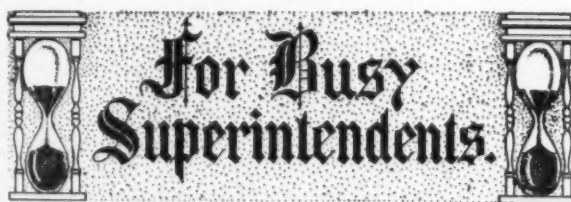
of the Board of Education of New York City. The sum of \$50,000, given for a study of ventilation to the Association for Improving the Condition of the Poor by Mrs. Elizabeth M. Anderson, is at the disposal of the commission.

The Governor in appointing the commission issued the following statement: "I am informed that in many instances expensive ventilation systems are lying idle and in many more instances in which they are not idle, the results are unsatisfactory to the teachers, to the pupils and to the boards of education, which are operating them. There is nothing in my judgment, which more vitally affects the public health of the school children of the state, and indirectly the health of all the citizens of the state, than the problem of providing an adequate supply of fresh air under the best conditions.

"The problem is far from simple, however. It is much more than an engineering problem, for the best scientific experts have not determined what conditions should be met by the engineers. Even the most fundamental facts which must lie at the basis of any efforts to ventilate our school buildings, have not been scientifically determined by any experiments which have been made thus far. It is not known, for example, and cannot be known without more adequate experiments than have been possible up to this time, what temperature should be maintained in public school buildings. Indeed, it has not even been proven whether a constant temperature or a varying temperature is more beneficial. We do not know scientifically what degree of humidity should be maintained in our schoolrooms. * * * *

"The enormous influence of the acquisition of additional scientific facts upon public health movements in recent years has affected measurably the public health of the country. I am convinced that similarly in the field of ventilation, the acquisition of additional and fundamental facts would seem adding enormously to the health of public school children. At any

rate, the health of so many thousands of children, not only in this state, but in other states, would be benefited by any facts which might be demonstrated, and as the expenditure of many thousands of dollars now being expended in ventilating systems could be made worth while to undertake experimental and research work looking toward this end."



DEPARTMENTAL TEACHING IN THE GRADES.

Considerable differences of opinion as to the value of departmental teaching in the upper grades of city schools have been received by the United States Bureau of Education in a questionnaire addressed recently to superintendents in cities of 5,000 population and over.

Of 813 replies received by the Bureau, 461 cities report departmental teaching, some of them in two subjects and others in only a few. Practically no cities have departmental organization below the sixth grade and the experience of most superintendents seems to indicate that it is not a success below the seventh grade where there are eight grades in the elementary schools. The success of the plan, according to the commonly expressed opinion, depends entirely upon close co-ordination between the principal and the departmental teachers and between the latter individually by frequent conferences, close supervision and detailed courses of study.

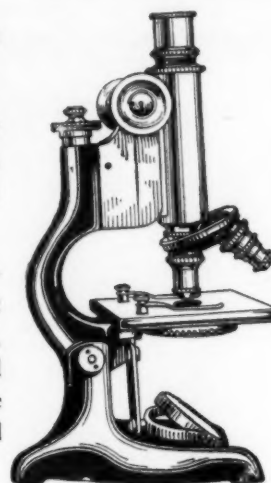
A tabulation of the replies to the questionnaire indicates the following results:

Of 813 cities reporting, 461 have departmental instruction and 352 have not.

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Of the 461 cities, 240 report that the departmental instruction shows a lower percentage of failures than the old class organization; 78 report more failures and 143 have no data.

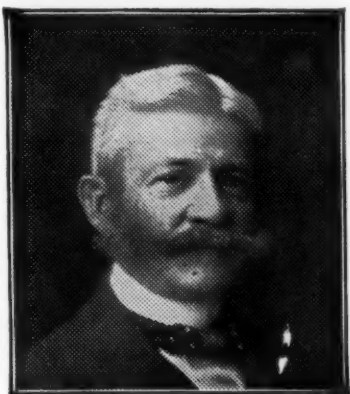
Departmental instruction seems to be most desirable for children who enter the high school and in this seems to meet the expectations of superintendents who have introduced it.

* For better preparing grammar-school pupils for secondary education the questionnaire of the Bureau shows that 250 cities find a larger percentage entering the high school since the introduction of departmental instruction, while only 61 report no increase. On the other hand, 302 cities find that the pupils are much better prepared for high-school work and only 34 report no improvement.

Of the states which have introduced the plan, Pennsylvania reports the largest number of cities, 49; New York is second with 42 cities; Indiana third with 35; of other leaders, Illinois has 33; Michigan 30; Massachusetts 28; Ohio 23; Texas 18; New Jersey 18; California 17; Connecticut 16.

The following opinions are taken from the replies as typical of the views expressed by superintendents who have experimented within recent years:

1. Succeeds with the strong and industrious pupils and fails with the weak and lazy.
2. Tends to develop independence and self-reliance.
3. Danger of teachers making their subjects of more importance than their pupils.
4. Have had departmental teaching since 1896-7 and have found that it is more economical; that it requires pupils to be independent of the teacher; that they are better able to express their ideas, and that promotion can be made by subject.
5. English should be distributed among the different teachers so that it may be co-ordinated with other subjects.



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6. Better teaching and discipline; more interest; less loss between grades.

7. Satisfactory on the whole but open to faults such as overtaxing the child.

8. Efficiency of pupils higher; discipline suffers.

9. Makes the break between the grades and high school less sudden.

10. All right if child does not meet too many teachers.

11. Very superior; teachers more interested; pupils develop broader ideas.

12. Excellent if teaching force is prepared and in favor of the plan.

13. If there is a poor teacher in the departmental corps pupils do not have her all the time.

14. Will abandon the plan, as we secure better results with one teacher to a grade; discipline easier, and teachers prefer old method of having a room of their own.

15. Gave the plan a fair trial but it proved an absolute failure; perhaps the novelty of the plan causes some to think it a good scheme.

16. Difficult to co-ordinate the work properly; moral hold of teacher not so strong; supervision by principal more difficult.

17. Will abolish or greatly modify it this year; pupils are not taught individually.

18. Do not care for it; would rather have one-teacher plan in first-year high school than extend departmental system to the grades.

AMONG SUPERINTENDENTS.

Superintendent Carroll G. Pearse of Milwaukee stepped out of his office on September first to become president of the Milwaukee Normal School.

George N. Otwell, commissioner of schools of Berrien county for the past five years, has been appointed assistant superintendent of public instruction for Michigan. The office is a new one, having been created by a recent act of the Michigan legislature and Mr. Otwell will have com-

plete charge of the work in the rural schools in the state. The position pays a salary of \$1,800 a year.

Cleburne, Minn. Emmett Brown has been elected superintendent of schools to succeed R. G. Hall, who has resigned.

Mr. Frank E. Parlin, formerly superintendent of schools at Quincy, Mass., has been chosen head of the Chelsea, Mass., schools to succeed A. L. Safford.

Supt. M. G. Brumbaugh, of Philadelphia, has been chosen a vice-president of the International Congress of Home Education, at its convention in Ghent, Belgium.

Austin, Minn. Mr. H. E. Wheeler of Shenandoah, Ia., has been elected to the superintendency of the public schools at an advanced salary.

State Superintendent Henry C. Morrison of New Hampshire has been reappointed for a term of two years.

Des Moines, Ia. A director of business education of the high school has been appointed at a salary of \$200 per month.



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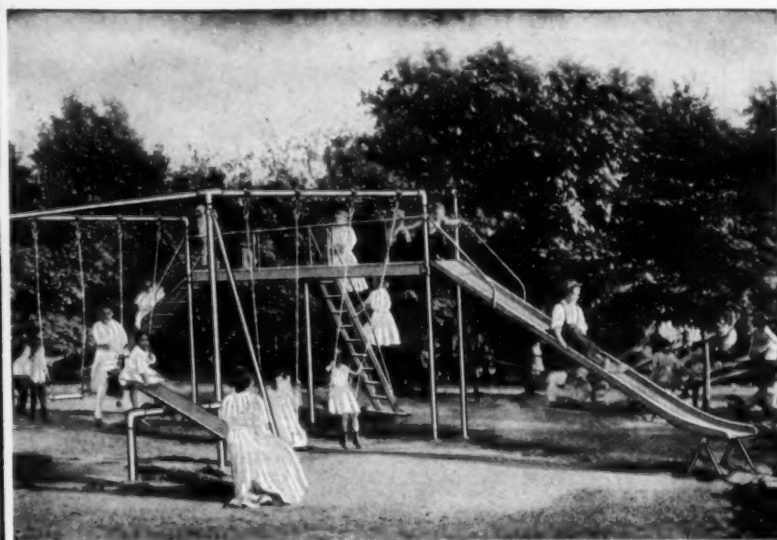
is most essential to the lives and safety of the pupils and their teachers, in every school.

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IDAHO'S FIRST COMMISSIONER OF EDUCATION.

Educators in the Far West have expressed much satisfaction with the selection of Edward O. Sisson as the first Commissioner of Education for the state of Idaho. The office is one newly created by the state legislature and is of surpassing educational importance since it includes the supervision of all the state's activities from kindergarten to university.

Dr. Sisson, while a native of England, is a true western American in his aggressive and progressive handling of school affairs. He was born at Gateshead in 1869 and in 1882 came with his parents to America. They located at Manhattan, Kans., and there he entered the state agricultural college. In 1886, at the age of 17, he graduated with the degree of S. B. In 1893, he received the degree of A. B., as a member of the first class to graduate from the University of Chicago. In 1904 he studied at the University of Berlin and later made a thorough inspection of German schools and school systems. After returning to the United States he continued his studies in philosophy and education at Harvard University. He became a member of the faculty of the University of Washington and later went to Reed college at Portland, as professor of education.

Dr. Sisson was the unanimous choice of the Idaho state board of education following a country-wide search for the best available man. He entered upon his duties on September first.

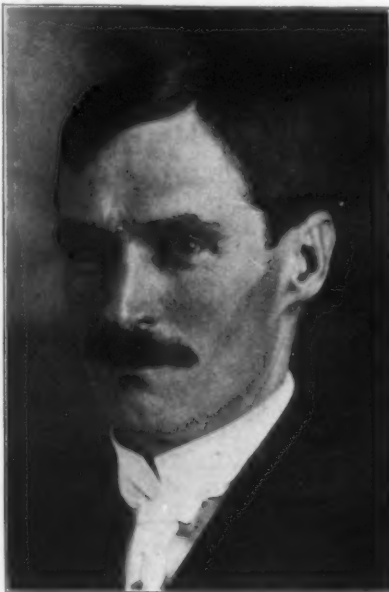
Dallas Summer School Succeeds.

The first free vacation school conducted by the Dallas, Tex., school department is an unqualified success according to a report submitted to the school board. As many children as the school will accommodate are enrolled and the attendance has averaged 1004 for the period reported. In the elementary school 231 children are enrolled to review work in one or more branches in which they have failed or have been conditioned. There are 375 pupils who are taking new work with the expectation of receiving credit and there are 73 slow children who are doing advance study to strengthen themselves for the coming year without hope of direct credit. Only 34 children have no direct purpose in at-

tending the school outside of general self-improvement.

In the high school 190 are reviewing one or more branches to make up for failures. Seventy-nine are taking new work for credit and 35 are strengthening themselves while nine have no definite end in view.

The school has experienced some losses in attendance from causes which are interesting from the administrative standpoint. A small percentage dropped out shortly after the opening because they found the work too exacting. Their curiosity was satisfied and they were unwilling to get down to work. Others were withdrawn by their parents for vacation trips, extended country outings, etc. Following the first ten days, however, the attendance has been permanent. The teaching corps was recruited from



DR. EDWARD O. SISSON,
Boise, Ida.
State Commissioner of Education.

the most efficient teachers in the system and the school has shown a remarkable spirit of earnestness and attention to work. Supt. J. A. Brooks has had general charge of the school.

A concerted movement has been begun in Chicago, Ill., for reducing the list of deaths of children from automobile accidents. For this purpose a set of rules has been promulgated to be taught to the children in the public schools. A year ago a system of instruction regarding boarding and leaving of cars was introduced with great benefits.

The following is a partial list of don'ts for school children:

PAUSE SUFFICIENTLY before crossing street. LOOK BOTH WAYS for automobiles before starting.

DO NOT CROSS if autos are a block away or closer.

NEVER CROSS the street except at the corner. DO NOT MAKE a diagonal cut at intersecting streets.

IF THE ROAD is clear go directly across to the opposite corner; then look carefully before starting for the corner on the opposite side.

DON'T BE IN a big hurry to cross. Stop, look, be positive there is no peril first.

DON'T—UNDER ANY circumstances—play in the streets.

MR. BRANDENBURG TO KANSAS.

On September first, Mr. W. A. Brandenburg of Oklahoma City assumed the presidency of the Kansas Manual Training Normal School at Pittsburg, Kans. His resignation from the Oklahoma City superintendency, to which he had been re-elected in January last by unanimous vote of the school board, came as a complete surprise.

Mr. Brandenburg was born in Iowa in 1869 and spent the major part of his entire teaching career in that state. Raised on a farm and attending the country schools, it was quite natural that he should enter a district school as a teacher. After three years of service he matriculated at Drake University and after graduating, became superintendent of the Capital Park schools, Des Moines. In 1904, he resigned to become superintendent of the schools of Mason City, Ia.

In 1909 he resigned in response to an urgent call from the Oklahoma City board of education,



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Educational Department

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which was just confronted with the stupendous task of keeping up with a population that was doubling yearly.

During Mr. Brandenburg's term in Oklahoma City, eleven large grade schoolhouses were erected and equipped and schools organized. A magnificent high school was built and a large number of additions to schools were constructed. In the same period, the teaching corps has grown to 410 men and women and the enrollment has increased to 13,145.

For a number of years Mr. Brandenburg has been interested in manual training and domestic science and in practical instruction for industries. It is the opportunity afforded of working out the plans for broadening the scope of the work offered at the Pittsburg Normal school which led Mr. Brandenburg to accept the presidency of the school in the face of an offer of an increase in salary to equal the Kansas salary and a five-year contract which the Oklahoma City board made.

Mr. Frank W. Miller has been appointed to succeed himself as head of the Ohio state school department. His title under the new Ohio state constitution will be "superintendent of public instruction" instead of "commissioner". Mr. Miller has reappointed his entire staff of inspectors and clerks.

Mr. Aubrey G. Smith, of Elgin, Ore., who was re-elected to his former position at a 20 per cent increase in salary, has recently resigned to accept the superintendency at Union, Ore. The salary has been fixed at \$1,600 per year.

Jacksonville, Fla. Upon the recommendation of Supervising Principal R. B. Rutherford, the elementary schools have been reorganized to permit of half-yearly promotions in place of the former annual promotions.

Jacksonville, Ill. Mr. W. A. Gore has been elected superintendent of schools, to succeed W. A. Furr, who has become principal of the training school of the Eastern Illinois Normal School.

Fall River, Mass. The school committee has elected Hector L. Belisle of Lawrence, superintendent of the public schools, to succeed E. B. Durfee.

George Franklin has resigned the superintendency of the public schools of Austin, Minn., and has entered upon his new position at Fergus Falls.

State Superintendent Payson Smith, of Maine, has been re-elected for a term of three years.

Jackson, Miss. The school board has decided to return to the old method of promoting teachers with pupils. The change was made in the belief that better results could be attained when an instructor spends several years with the same class of pupils instead of advancing the pupils from grade to grade under the supervision of a new person each time.

The new plan provides for three groups of teachers' primary, intermediate and grammar

school. Pupils will thus be under the supervision of only three teachers during the eight-year period between the primary and the high school.

The National Child Labor Committee of New York City has issued in its recent "Child Labor Bulletin" a number of stories on "Child Labor Conditions" to be told to children. The stories were originally told at the last annual "Child Labor Conference," and teachers who wish to use the stories can rent from the committee a series of colored slides prepared to illustrate the stories. To teachers, themselves, the stories will bring home the conditions which children meet after they leave school and the responsibility which rests upon the school to encourage pupils to remain in their classes as long as possible.


The New Orleans board of education has created a department of educational research as a part of the superintendent's office and has appointed Dr. David Spence Hill to take charge of the work. The especial task of the new department will be the study of local educational problems along modern scientific lines. The first work of the department will be a vocational survey of the city preliminary to the organization of a central trade school for boys. The survey will include a study of the best vocational schools of the country, and of the local industrial conditions.

Superintendent Alfred Roncovieri of San Francisco, Cal., has recently compiled figures for the city schools which indicate that the number of children in attendance has almost doubled since 1906. At the beginning of the fall term of that year the enrollment was 27,549. With the exception of the reports from the ten evening schools and one high school, the enrollment during the present term including the estimates for the missing schools totals 47,745.


The school board of Los Angeles, Cal., has excluded the "Merchant of Venice" from the public schools. The action was taken following a recommendation of Supt. J. H. Francis who declared that the play did not correctly portray the character of the Jew. Mr. Francis believes there are many fine traits of Jewish character which are not brought out in Shakespeare's play.



MR. W. A. BRANDENBURG,
President-elect, Kansas Manual Training Normal
School, Pittsburg, Kans.



I am a slate blackboard.
I was quarried in mother earth.
I came forth a huge piece of rough slate.
Then they split and worked me into a blackboard.
They rubbed and polished and trimmed me.
I was then loaded in a freight car by the men whose
names appear on the page opposite.
I was carted to your school and set in your school
room.
Your teachers and pupils use me every day.
I have a beautiful gray surface---ideally suited to
crayon work.
I think you ought to read my eighteen (18) perfec-
tions mentioned upon the page opposite.
I am a Pennsylvania slate blackboard.



18 Facts About Slate Blackboards

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- 2 Cheap in price.**
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- 4 Absolutely non-absorbent.**
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- 6 Do not discolor.**
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- 8 Easily washed.**
- 9 Wear for years.**
- 11 No uneven surfaces.**
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- 12 Easy on teacher.**
- 13 No resurfacing.**
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- 16 No dust pockets.**
- 17 Eye strain eliminated.**
- 18 Best chalk marking surface.**

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All those interested in education are invited to write for further information about this service. Address

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NEW FIRE-ESCAPE LAW.

All public and private schoolhouses, in the state of Connecticut, which have two or more stories must have fire-escapes according to a law which went into effect in August last. The act requires one fire-escape of iron or other incombustible material for each 250 pupils, so designed that two persons may walk down abreast and so safeguarded with railings, etc., that persons will not be pushed off or fall from landings or steps. The construction must be of sufficient strength so that it may be safely crowded from top to bottom with adult persons standing two abreast. The exits from each floor must consist of doorways whose base is level with the floor and with the fire-escape landing. The doorways must be not less than three feet wide, seven feet high and must be fitted with double doors, swinging outward, arranged so that they may be readily and quickly opened from the outside. The doors must have glass panels or sashes extending from not more than eight inches from the top to not

more than two feet from the bottom. When two or more adjoining rooms or hallways are convenient to the landing of a fire-escape each shall have a separate doorway leading to the landing.

Schoolhouses which are two stories in height and which have fireproof corridors and two or more exits on the ground floor, opening out, are exempted from the provisions of the law. The penalty for noncompliance with the law is loss of the state appropriation to any town which uses a condemned building.

Mr. Landrum Resigns.

Mr. George A. Landrum, who has been assistant state superintendent of public instruction of Oklahoma during the past two and one-half years, resigned last month and stepped out of his office on September first.

Mr. Landrum was during his connection with the Oklahoma State Department of Public Instruction in charge of the supervision of rural schools and shortly before his resignation completed a study of the physical plant of the country schools of the state.

Mr. Landrum is a Texan by birth and received his early professional training in one of the smaller colleges of the state. He taught thirteen years in the public schools and in a college in Texas. In 1902-3 he spent some time in Northwestern University as a graduate-student in education and then spent six seasons as a lyceum and Chautauqua lecturer in the Southwest. In 1909, he joined the faculty of the Oklahoma state Normal school, resigning in 1911 to enter the State Department.

It is rumored that Mr. Landrum will enter book work during the fall.

Should Improve Teachers' Status.

The low pay of teachers, as one of the evils of present-day school conditions, was most suggestively discussed at the recent convention of the Georgia school officials, by Mr. J. J. Nunnally of Monroe. He said:

"I wish to say that men and women should be encouraged to make school work their lifework by placing a premium on long and efficient service. It is not just or fair to pay every teacher on the same basis, though they may hold the same grade-certificate. Let the teacher understand, in the beginning, that long and efficient



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service will be rewarded by increased pay. Further, secure normal-trained teachers, if possible. Most assuredly teachers should be better paid. In this great work, we often turn over our youth to the lowest bidder, little thinking of the infinite worth of our youth. There is no wealth but life. Then educators might be fairly required to be of the highest character, intelligence and fitness for efficiency, and to give themselves wholly to educational service. In place of teaching for a living, they should live in order to teach."

The health department of Buffalo has been investigating the need of providing a school for tubercular pupils, and reports of district nurses show that there are at least 40 children suffering from tuberculosis who need segregated school accommodations. The aldermen and councilmen have voted in favor of the construction of a 25-patient hospital for children who are afflicted with this disease. Such an institution will be built on a site adjoining the Municipal Hospital, at an estimated cost of \$5,000. Later, it is expected that a permanent pavilion for tubercular children will be a part of the proposed municipal general hospital.

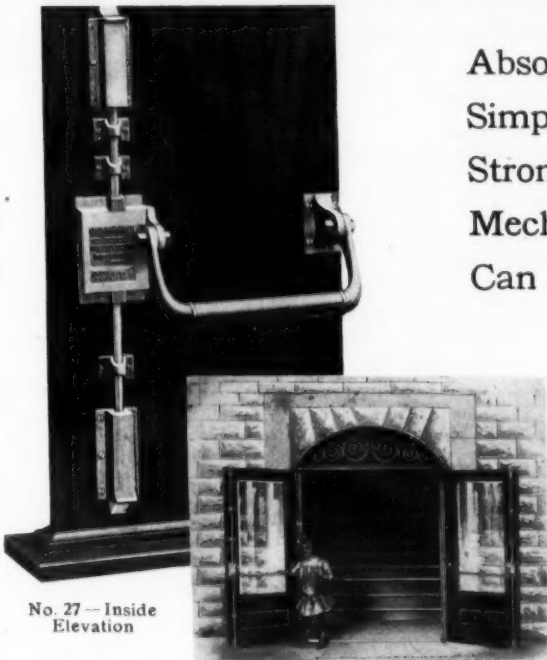


MR. R. G. JONES,
Superintendent-elect, Rockford, Ill.

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NEW RULES AND REGULATIONS.

New Orleans, La. Provision in the rules recently adopted for the schools is that all special teachers appointed hereafter, such as teachers of cooking, bookkeeping, stenography, sewing, manual training, physical education, etc., are required to pass an examination as to their capability in the special study. A diploma from an accredited college showing they have attained efficiency in the special study will be accepted in lieu of examination.

Grand Rapids, Mich. The school board has revised its rule regarding the use of the school buildings during the hours when they are not in use for educational purposes. The rule is similar to the one formerly in use but provides for the use of the schools for political meetings and prohibits the use of tobacco by election inspectors and others. The rates for the buildings are as follows:

Use of a building in the evening including heat, light and janitor service, \$7; use of a building in the evening with light and janitor service, but not heat, \$5; Central High school auditorium, \$25.

These rates have been figured as closely as possible to the actual cost of care and maintenance. No sectarian, religious or secret meetings will be allowed in the buildings.

Grand Rapids, Mich. The school board has amended its rules regarding the listing of teachers whose retention is uncertain. Under the new regulation the list is to be made out at Christmas time so that instructors will have an early notification if they are on the doubtful list and may have an opportunity of improving themselves in any particular in which they are deficient. Those placed on this list are to receive special scrutiny and observation. If still found on the same in February they are to be notified of the fact. The old rule called for the preparation of the list not later than January.

Charlotte, N. C. The school board has changed its by-laws to the effect that corporal punishment shall be administered only by the principal in the presence of a witness or by the teacher in the presence of the principal. It is provided that whenever corporal punishment shall be considered necessary, the principal shall notify the parent and the parent shall have the option of withdrawing the pupil from school.

Charlotte, N. C. The school board has incorporated the following clause in its by-laws:

"No married woman not now employed in the city schools shall hereafter be elected and any unmarried female hereafter elected shall be elected with the implied understanding that her marriage is equivalent to her resignation."

Competition in the letting of contracts for repairs, new construction or supplies in excess of \$100, was arranged for by the Joliet school board August 19, after a long fight led by Inspector T. E. Culbertson. The manual will be amended making it necessary to advertise for bids before letting contracts.

The agitation for this reform started three years ago. Up to that time, work had been done without competition, leading to abuses which the board has taken steps to correct. It is estimated that the board will save \$10,000 for the coming year as a result of strictly adhering to the new rule.

The school board of Elgin, Ill., has discontinued the monitor systems in the public schools. Under the monitor system pupils were selected by teachers to keep watch on the rest of the school. The monitors were placed in charge of the marching and were expected to see that discipline was maintained at all times. Infractions of rules were reported to the teachers.

Texas Uniform High School Adoptions.

The books adopted for all high schools in Texas, exclusive of those of the first class, include the following: Merkley & Ferguson's composition and rhetoric; Hopkins & Underwood's elementary algebra (Macmillan); Farr's new physical geography; Warren's elements of agriculture (Macmillan); Wentworth's plane geometry (Ginn); Mann & Twiss' physics (Scott-Foresman); Myers' general history (Ginn); Ritchie's human physiology (World Book Co.); Herrick & Damon's composition (Scott); Wentworth's algebra; Carhart & Chute's physics (Allyn); Myers' ancient, mediaeval and modern history (Ginn).

Books intended for high schools of the first class are as follows: Herrick & Damon's new composition and rhetoric (Scott-Foresman); Wentworth's new school algebra; Farr's new physical geography; Warren's elements of agriculture (Macmillan); Wentworth's plane geometry

(Ginn); Carhart & Chute's first principles of physics (Allyn); Myers' ancient, mediaeval and modern history (Ginn); Ritchie's human physiology (World); Cousins & Hill's American history (Heath).



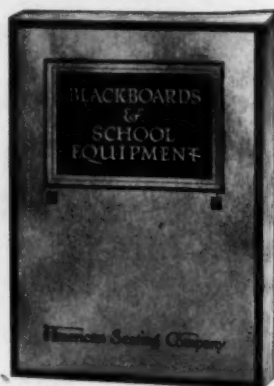
DR. A. C. PERRY, JR.,
District Superintendent of Schools, Borough of Brooklyn,
New York City.

Dr. Perry was born in Brooklyn in 1873 and graduated from New York University in 1892. The degree of Doctor of Philosophy was conferred upon him by the University of Leipzig in 1896.

From 1892 to 1895 he was a teacher in the grades in Brooklyn, and for a short time taught mathematics in the Erasmus Hall high school. In 1897 he became principal of Public School 110, Brooklyn, and in 1898 was transferred to Public School 85. He was at the head of this school, which is one of the largest in Brooklyn, until June of the present year. At that time he was elected a district superintendent.

ANNOUNCEMENT

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TEACHERS: QUALIFICATIONS, APPOINTMENT AND DISMISSAL.

The teacher is the most important factor in the school. An efficient school necessarily implies an efficient teacher in charge. The building and all its furnishings may be the best that money can buy, but without an efficient teacher we cannot have an efficient school. The difference between a good school and a poor one is chiefly a question of teachers. The most important question, therefore, that the school administration has to face is the securing and retaining teachers of efficiency. The strictest care should be exercised in the original appointment of teachers, and it is no less important that the standard set at the beginning be not only maintained but raised. The teacher, however gifted, whatever may be her reputation, if so satisfied with herself that she is not seeking new light, is already a "back number," and a menace to progressive work. It is unfortunate, too, that a large number of teachers enter upon their work with little or no professional preparation, and what is even worse, with a conviction that such preparation is unnecessary. In this conviction they are often encouraged by a public sentiment that justifies the employment of the young and untrained. Simply to be familiar with the branches to be taught does not qualify a person to become a teacher. A knowledge of the text must be reinforced with a knowledge of methods of teaching, and some understanding of the principles of pedagogy and the history of education.

The power to appoint and dismiss teachers

resides in the board of education. The exercise of this power should rest upon knowledge of a teacher's fitness. This knowledge can be obtained only by inspection of the teacher's work. Members of the board of education are usually men of affairs or professional men whose business or professional duties occupy the greater part of their time. Were the selection of teachers their only duty, time would fail them. Boards of education, almost universally, have found that, in no other way, can teachers be so wisely selected as upon the superintendent's recommendation, and a wise selection of teachers is certainly the most important duty in school administration. So far as the superintendent's tenure is concerned, it is, undoubtedly, better, to rest the nomination of teachers in a standing committee of the board of education. When, however, the superintendent's advice is sought provision should be made that would afford him needed protection.

—John S. Allen, Albany, Ga.

AMONG BOARDS OF EDUCATION.

Under a new law passed by the Ohio state legislature cities of 50,000 population or less must maintain a membership on the board of education of not more than five, while cities of 100,000 or less are limited to seven. Cities above 100,000 population are allowed nine members.

Acting under the law, Salem, Urbana and Lima have reduced their membership to five.

New Orleans, La. The board has adopted a plan of paying janitors based upon the actual number of units of work. To carry this out the school buildings and grounds are now being measured.

The Chicago board of education has recently determined to make the contracts for miscellaneous school supplies in December, to begin with the fiscal year on January first. It is expected that better prices will be possible in the winter and that the bookkeeping of the Supplies Department will be simplified considerably.

Fire protection will receive considerable attention in the public schools of Indiana during the coming fall. State Superintendent Charles

A. Greathouse is issuing a teachers' manual on "fire protection" which is to be used in the civics classes of the fifth grades. The preservation of both health and property are presented in the manual and suggestive lessons on the causes of fire, with especial emphasis on carelessness as a contributing factor, are included. How to handle matches, the disposal of ashes and waste, dangers of gasoline and other explosive and inflammable oils are presented.

Fire drills are to be the subject of another bulletin to be distributed to the schools. This bulletin will be published by the state fire marshal under the provisions of the law which makes it the duty of the fire marshal and his assistants to "require teachers of public and private schools and educational institutions to have one fire drill each month and to keep all doors and exits unlocked during school hours." The bulletin will suggest practical rules for fire drills and will contain rules for the construction and maintenance of fire escapes and fire fighting apparatus.

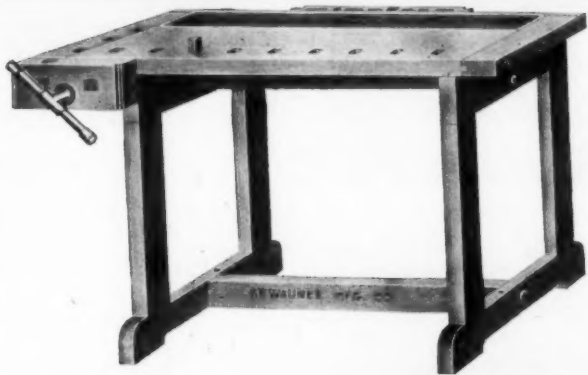
New Orleans, La. In the handling of its business affairs the Board has adopted the plan of segregating the work into four distinct departments. All records and accounts will be under the department of accounts. All supplies and equipment will be in another department. The inspection and maintenance of school buildings and property will be conducted in another department. The department of supervision of instruction will be in charge of the superintendents and will include all that the title signifies and also the medical inspection department, physical education, drawing and music.

The board is making plans to provide supervisors which have heretofore not been in service.

Huntington, Ind. The local fire chief has taken steps to have fire prevention day observed in the public schools on October 9th.

Providence, R. I. Steps have been taken by the city aldermen to secure the passage of an ordinance in the city council by which the school committee may levy a special tax upon the city for the support and maintenance of the schools. The plan involves the elimination from consideration by the city council of all moneys for school purposes, when that body makes its annual esti-

(Continued on Page 40)



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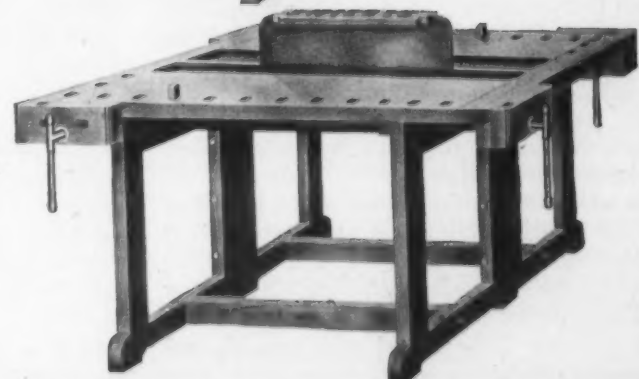
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mate of expenditures and determines the tax rate. The school committee is to have the entire responsibility in the raising and expenditure of its funds.

The school board of Grand Island, Neb., has recently proposed to relinquish the high school subjects in the eighth grade. In the future, pupils who enter the high school at the end of January may pursue a four-years' course between the time of entrance and the following January and may also receive their diplomas at the June graduation exercises. It is believed the new plan will enable the pupils to do better work in the eighth grade and also in the high school because of the extension of time.

Akron, O. Individual paper towels have been provided for all the schools. Schools with well water have been equipped with drinking fountains and those without wells have been provided with individual drinking cups.

THE PLANNING OF SCHOOLHOUSES AGAINST THE FIRE HAZARD.

(Concluded from Page 15)

should be entirely done away with not only because it is a help to the spread of fire, but on account of its unhygienic properties, harboring germs and making places for the lodgement of dust. Its place should be taken by hard plaster, to which is glued burlap.

The well designed, modern school building has all ornamental woodwork omitted and the necessary wood trim about doors, windows, and blackboards reduced to a minimum.

Cast iron construction members if unprotected is considered unreliable by fire engineers and should not be used.

The architect should advise against pitched roofs for school buildings not only because it is difficult to design such a roof in a fire resisting manner, but also on account of the tendency of school authorities to make use of the attic space, which is liable to be stored with rubbish and cast away furniture.

The roof covering, if possible should be of tile or slate imbedded in a suitable roofing composition. After this comes metal roofing over heavy asbestos paper, or composition gravel or slag, using 300 pounds of slag or 400 pounds of gravel per 100 square feet of roof.

Fire Extinguishers and Sprinklers.

All school buildings should be equipped with chemical fire extinguishers of a type approved by the National Board of Fire Underwriters. Additional protection should be planned for by providing an efficient standpipe of two-and-one-half or three-inch pipe connected to the public water mains and located at some central point, and having hose connections on each floor, including the basement. As a matter of precaution a small jet cock should be placed on this standpipe to allow inspection of water service. At each hose connection there should be a sufficient length of Underwriters' hose with play pipe to reach any part of that particular floor. This hose should be supported by a swinging rack in which the hose is folded layer by layer, or else by a rack where the hose is looped over wooden pins which drop out when the hose is run out.

The necessity of safeguarding large property values from destruction by fire caused automatic sprinklers to be invented. They are chiefly used in factory buildings and have reduced the average loss per factory fire from over \$10,000 to \$265 and, so far as records show, no life has ever been lost in a sprinkled building when the sprinklers were in order and working. There is nothing sensational about the work of automatic sprinklers; they save lives by striking at the fire itself and checking it before it has become a dynamic force for devastation. At the same time they sound an alarm warning

everyone that they are fighting fire somewhere in the building.

Statistics show that every week ten school buildings are destroyed by fire in the United States. The Collinwood fire with all its horrors may be repeated any day so little have the lessons taught by that fire been heeded. Yet automatic sprinklers installed in school buildings would practically render such a catastrophe impossible.

A rapidly spreading fire costs many lives. No fire can spread rapidly under sprinklers.

That the automatic sprinkler has become known and approved by school authorities is shown by the example of the City of Buffalo, where its public school buildings, Nos. 1 to 62 inclusive, its Central High school and its Lafayette High school, all have the basement protected by automatic sprinklers.

In addition to the usual alarm gongs about the building, there should be an alarm to the fire department. This can be effected by having a standard alarm box placed within the building or, as in the case of the Boston schools, an auxiliary to the gong alarm may connect the school alarm with that to fire headquarters. The system allows ringing the school gongs without notification to the fire department, but the fire department cannot be called without sounding the school gongs.

Boiler and Manual Training Rooms.

Boiler rooms should be placed outside of the buildings. When this is not possible boiler and heater rooms should be isolated by means of brick walls having thoroughly fire resisting doors with automatic closing devices. Should the floor over the boiler be of ordinary wood joint construction on account of a necessarily small appropriation, the joists should be filled in solid with mortar or mineral wool and the ceiling



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should be of thick plastering on metal lath, wired to metal furrings.

All ceilings of cooking and manual-training rooms should be treated in the same manner as the ceilings over boiler rooms.

Public Sentiment and Protection.

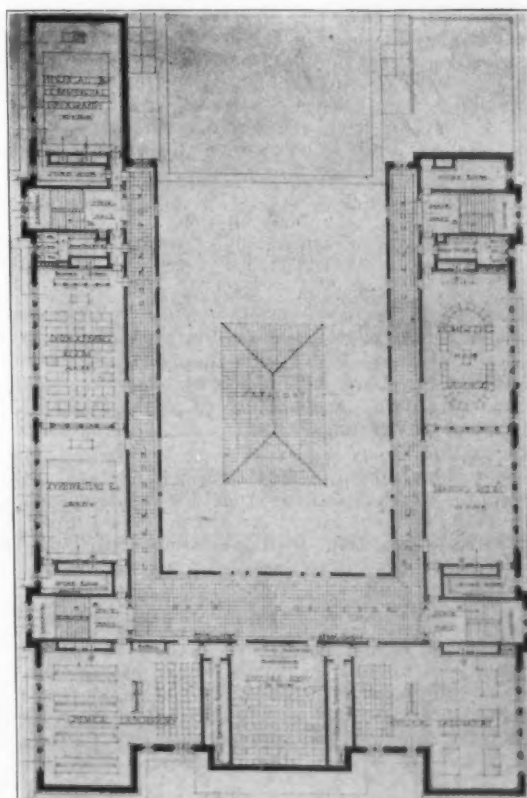
Prof. A. D. F. Hamlin has said, that "the schoolhouses of any community are gauges of its enlightenment"; also "it requires only the diffusion among the people of correct information on the subject to secure from them all that is necessary for the erection of suitable and creditable edifices." While I believe this is true yet it is difficult to put conditions plainly before the people and to secure their action.

In one New England town a high school building of three stories was being built with wood laths for plastering. The committee in charge of erection would not permit the change to metal lath on account of expense. A public appeal to the townspeople, however, made it clear to the committee that the safety of the children against the saving of \$1,000.00 was not to be considered. Wire lath was then voted.

An informed and awakened public will demand that an architect shall design school buildings which shall meet the demands of the educators and protect the lives of the school children. When the law holds him criminally responsible for faulty planning and construction reform will be immediate.

How the position of the architect is now controlled by public opinion was clearly stated by Mr. Wm. George Bruce in a manual published in 1903. He says, "Schoolhouse designs are made to be accepted rather than to educate public taste. The architect must try to please the taste or fancy of prospective patrons. When he is thrown into close competition, he cannot afford to deal in ideals, he must meet conditions."

And, Mr. E. M. Wheelright, in his book on School Architecture, published two years before the above, stated, "In one large Ohio city, where the authorities pride themselves upon the low cost of schools there is a building four stories in height, with stud interior partitions, furred walls, and no fire stops. No metal or brick



THIRD FLOOR PLAN, HIGH SCHOOL, ATTLEBORO, MASS.
Cooper & Bailey, Architects, Boston, Mass.

ducts are provided for ventilation; the foul air is supposed to find its way through the hollow spaces in floor and walls to the space between roof and the ceilings of the upper rooms and from thence through ventilators to the outer air. A more imperfect system of ventilation and a more ingenious firetrap could not well be devised."

Mr. Wheelright's book was largely distributed and without doubt was in the hands of many Ohio authorities but nothing was done to compel safer school buildings until one March morning came a fire in the Collinwood schoolhouse. You all know the result; 163 of the children in that school were burned to death. Yet it is stated in Insurance Engineering that "Within three months after the Collinwood fire plans for an exact duplicate of that building were submitted to the Ohio authorities."

Mr. F. W. Elliott, Consulting Architect of the Ohio State Building Code Commission, says, "Numerous actual cases have proved that the moral effect of the Collinwood fire amounted to nothing."

This movement is already started. A chart of the laws of each state upon this subject shows a general public awakening and in many states an encouraging sense of responsibility.

It will be observed from the accompanying chart that in legislation upon this subject the State of Ohio is in the lead. Will other states have to repeat Ohio's experience in the Collinwood fire before they will follow her good example?

These facts are before the people. Let them place laws upon their statute books that shall demand right construction and safety and give heavy penalties for those violating the law.

EDITOR'S NOTE—The foregoing paper was read before the International Congress on School Hygiene, Buffalo, Aug. 25, 1913.

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SCHOOL LAW

School District Government.

Where the supervisors of the five towns in a supervisory district, comprising only part of a county, adopted and severally signed a resolution that a certain sum should be paid to the district superintendent of schools, in addition to his annual salary, such resolution was in substantial compliance with the requirements of the New York Educational Law, §389, which provides that "each district superintendent shall receive an annual salary from the state of twelve hundred dollars, payable monthly by the commissioner of education from moneys appropriated therefor."—People ex rel. Wingate v. Board of Supervisors of Schenectady county, N. Y. Sup.

Resolution signed by each supervisor of the supervisory district and filed with the clerk *Held* a sufficient certificate, within the New York Educational Law, §389, subd. 2, which provides that "the supervisors of the towns composing any supervisory district may by adopting a resolution by a majority vote increase the salary to be paid by such district to its district superintendent."—People ex rel. Wingate v. Board of Supervisors of Schenectady county, N. Y. Sup.

A city board of education, by the Comp. Laws of Michigan, §3347, *Held* not limited to the employment of a school superintendent for a specific length of time nor for the term of the organization of the board, but was authorized to make a contract for such employment for a reasonable time, depending on the facts and circumstances of the case.—Davis v. Public Schools of City of Escanaba, Mich.

In an action for breach of contract employing a school superintendent for three years, issues of reasonableness of such contract and good faith of the board of education in making it *Held* for the jury.—Davis v. Public Schools of City of Escanaba, Mich.

School District Taxation.

Where property of a school district was taken over by the town under the Connecticut Public Acts of 1909, c. 146, it was the duty of the town to levy an equalization tax, as prescribed by section 7, without reference to whether the district property had been correctly appraised, and, if the amount of the levy was insufficient to pay the district's indebtedness, to raise the balance at a later date.—Second School Dist. of Town of Glastonbury v. Town of Glastonbury, Conn.

That a town, having taken over the property of a school district under the Connecticut Public Acts of 1909, c. 146, failed to levy the equalization tax provided for did not relieve it from the duty of making a subsequent levy thereof.—Second School Dist. of Town of Glastonbury v. Town of Glastonbury, Conn.

The collection of a tax levied pursuant to an election held in a school district not lawfully established will be enjoined on proper application.—Brown v. Hawkins, Ga.; Same v. Horne, Ga.

A resident taxpayer of the district *Held* to have sufficient interest to maintain an action to enjoin the removal of a schoolhouse by the district officers where such removal would involve an unwarrantable expenditure of public funds.—Lindeman v. Corson, Neb.

In an action by a taxpayer to enjoin school district officers from removing a schoolhouse, an allegation of the petition that the schoolhouse was built and supported by taxes, levied upon the taxable property of the district sufficiently averred that the district owned the schoolhouse.—Lindeman v. Corson, Neb.

Teachers.

Where the school board, in order that the older boys might engage in farm work, closed the school a month earlier than the teacher's contract provided for, the teacher was entitled to recover his salary for the full term.—Smith v. School Dist. No. 64 of Marion county, Kans.

A teacher whose contract makes no provision for deduction in salary while the school is closed, and who stands ready to teach, and is prevented only because the board closed the school on account of the prevalence of a contagious disease,

is entitled to the compensation agreed on.—Smith v. School Dist. No. 64 of Marion county, Kans.

SCHOOL LAW NOTES.

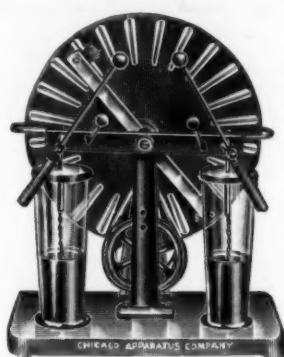
That under the Washington laws a county superintendent has no right to refuse to approve a contract made between a school district and a teacher, even though the superintendent may suspect that the teacher has been guilty of conduct which is ground for the revocation of certificate, is the ruling made by J. T. S. Lyle, assistant attorney general, in an opinion to Mrs. Josephine M. Preston, state superintendent of schools. The opinion cites that the superintendent is only to pass upon the form of the contract and not upon the qualifications of the teacher under the section of the law providing for such approval of the agreement between the teacher and the district.

A new law went into effect in August in the state of Michigan which provides that district boards may pay tuition for those children who reside nearer a schoolhouse in another district than their own. Heretofore a school district has not been permitted to pay tuition for students who had not completed the eighth grade in their own district and has had the effect of compelling boys and girls to walk several miles farther to school than would be the case if the township boards would consent to change the boundaries.

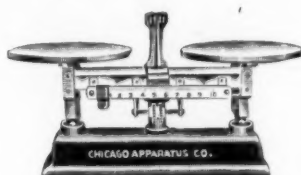
The Supreme court of Michigan has recently ruled that a school district upon closing a school, must furnish transportation to and from, and also tuition in another school where there are children of age in the district.

The case originated in Shiawassee county where a resident had two children in attendance at a school, which on account of lack of attendance, was closed. The complainant demanded that transportation be furnished for his children to the town of Owosso and accordingly the sum of \$40 was appropriated. This amount later proved to be insufficient and the children were in danger of having no school to attend.

The court held that the board is "bound to furnish transportation and that it is clothed with authority under the law."



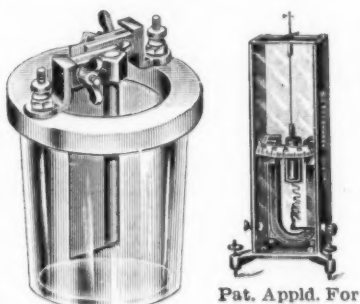
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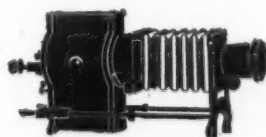
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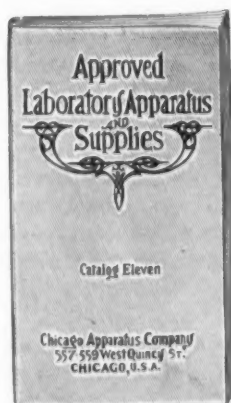
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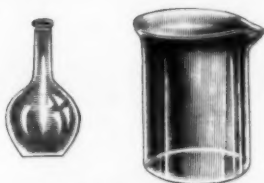
Weights of All Kinds



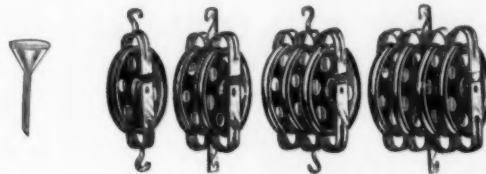
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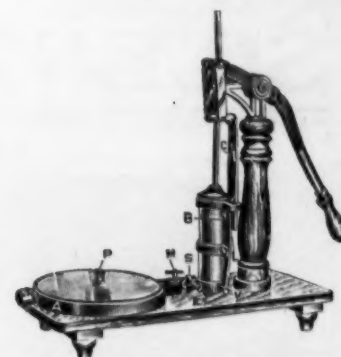
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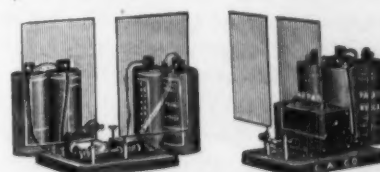
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FIRE PROTECTION IN PUBLIC SCHOOLS.

(Continued from Page 13)

only a step. More important than any fire escape on the outside of the building is the ordinary stairway on the inside of the building. In panics people try to escape by the exits they commonly use. The natural impulse is not to seek the fire escape, but to rush for the stairs. For this reason, properly built stairs make the best fire escapes.

C. B. J. Snyder, Superintendent of School Buildings in New York City, has invented the stairs which are now being used in all the New York schools. They are so arranged that two stairs occupy the space ordinarily required by one. They follow each other above and below, yet the lines of children never meet. These stairs are absolutely fireproof. They are enclosed in walls of glass, made by pouring melted glass into molds containing wire netting. When finished this glass will stand immense heat without falling apart. It is very inexpensive, admits light freely, prevents draughts, and is one of the most important fireproof materials. At each landing doors are held open during school hours by hooks. These hooks are fastened to the wall by fusible links, which melt when the heat reaches about 130 degrees Fahrenheit. In case of fire, if the flames started to climb the stairway, the heat would melt these fusible links, the hooks would fall apart, the door swing shut, and the flames would be unable to pass through. School stairs, wisely constructed, and surrounded by wire glass, very nearly insure the safe exit of school children, provided that there are a sufficient number of stairways. A fire escape is valuable in that it forms an extra stairway, which may be needed when the regular stairs become blocked.

One of the best forms of fire escape now coming into use is what is popularly known as the "Philadelphia Tower," because it is to be found in most Philadelphia apartment houses. It is an interior stairway made of fireproof material and completely shut off from the rest of the building by fireproof walls and doors. Even if the entire building were in flames it would be possible to descend through this tower in safety. There are other forms of tower fire escapes, all modelled more or less on the same principle. One form is provided with a spiral chute instead of stairs. The children enter the tower at any floor, and instead of climbing down stairs, sit down and slide.

It should be as easy to go down a fire escape as it is to go down a stairway. Where fire escapes are provided, the fire drill should include practice in using them. In a small suburban town near New York one afternoon, the high-school physical director went out on the fire escape to stretch his arms and look at the view. It was a barbarous iron fire escape, consisting of a platform, a hole, and a ladder stuck through; and as the young man loitered on the platform he fell through the hole. Being strong and cool-headed, he was able to save himself by pivoting with his elbows until his feet caught in the rungs of the ladder, but he was badly bruised. When he told about the incident later, the general feeling was that he ought to have known enough not to go near the fire escape.

Every fire escape should be of non-combustible material, and each step should be as broad as that of an ordinary stairway. The platforms should be firm and solid, to prevent dizziness. A handrail should be on each side of the stairway, and outside of that a closely woven steel fence, at least four feet high. Full length windows or doors should open on to each plat-

form. The stairway itself should reach all the way to the ground. In order to prevent persons from climbing into the building by the fire escape, it is often necessary to close the foot of the stairway with a gate, but if this is done, the gate must invariably be open and fastened back when classes are in session.

A fire escape such as the one described is as safe as a regular stairway, and can be descended very rapidly. Fire drills should be given at least once every two weeks, and should regularly be reported to the school superintendent. They should be given without warning, at different hours, when exercises are being held in the assembly room, during any one of the recesses, while all pupils are in classrooms, when one or more exits may be supposed to be blocked, and where the peril may be supposed to be imminent to a particular part of the building. It is essential that both children and teachers be thoroughly drilled in rapid exit.

The educational firetrap is most frequently found in towns and small cities. The great cities are coming to make all their public buildings, including their school buildings, of fireproof construction. Rural schools are generally of one story, from which children may easily escape by climbing out the windows. It is the middle size community which harbors the most dangerous schoolhouses. There are literally thousands of buildings in such places, which duplicate the conditions that led to the Collinwood fire. Some of them are built of wood, others of brick or stone, but inside them all are wooden walls and floors. They have cupolas and towers and pillars. And they are fire traps.

Such conditions are unnecessary. If you have an old school building you can render it tolerably safe—at least safe enough so that the

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Desk and Chair

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children can all escape in case of fire.

1. Transform the stairs into fireproof exits by rebuilding them of fireproof materials, and separating them from the rest of the building by fireproof walls and fire doors—walls and fire doors prevent draughts. See that the stairs lead directly to outer doors, even if their location has to be changed.
2. Separate the basement from the first floor by fireproof ceiling and doors—make your furnace room fireproof.
3. Abolish double doors. Substitute single doors, swinging outward, side by side, and equipped with panic bolts. Absolutely prohibit the fastening shut of any outside door during school hours.
4. See that the building is equipped with: automatic fire alarm, connecting the janitor's room and office of principal; complete system of fire signals; and signal connection with fire headquarters.
5. See that ashes, waste paper, and other rubbish are placed separately in metal, self-closing receivers, and removed from building at close of each day.
6. Require all halls to be kept absolutely free from lockers, tables, chairs, and all other obstructions. Remember that every piece of furniture in the hall decreases by its own width the available exit space. Obstructions mean delays. Delays cost lives.
7. Insist on a fire drill every two weeks. By following these directions, even an old wooden building may be made tolerably safe.

In the Cyclopaedia of Fire Prevention and Insurance we read:

"We average 3 theatres
3 public halls
12 churches

10 schools
2 hospitals
2 asylums
2 colleges
6 apartment houses
3 department stores
2 jails
26 hotels
140 flat buildings, and nearly
1600 houses

burned up or partially destroyed *every week in the year.*" The lesson is plain. If you are to have a new school building, make it of material that can't burn. A few weeks after the Collinwood fire, the Board of Education at Irvington, New Jersey, brought out plans for the erection of a four-classroom building. The original design called for typical brick walls with wood floor construction. When the bids were received, it was found that this building could be duplicated in reinforced concrete for three hundred dollars less than the best prices received on the basis of brick and wood. After several years of service, the building has proved so satisfactory that this method of construction is being widely adopted through northern New Jersey.

The Collinwood tragedy was not the result of unusual carelessness or unusual construction. It could be repeated today in every state in the Union. Massachusetts and Ohio have fairly good compulsory protection against fire. Sixteen states have inadequate fire protection laws, and thirty states have no laws at all. Where fire protection laws exist they are not always enforced.

We cannot tell on whom the burden of the Collinwood fire rests. We can tell who will be guilty in the next like tragedy. Responsibility rests heavily, on the members of the

school board, who are charged with providing proper education for the community's children. The school board is responsible for seeing that all school buildings are panic-proof, all new buildings fireproof, and all old buildings fire-retarding. It must provide funds and supervise construction. Its members must be thoroughly acquainted with the principles of fire protection.

The superintendent is responsible for knowing the condition of all schoolhouses; for calling needed changes to the attention of the school board; for collecting and placing at the disposal of its members such information as may help in the discharge of their duty, and for instilling the spirit of watchfulness and care in the work of his subordinates.

The principal is responsible for requiring frequent fire drills, careful janitor service, and unceasing vigilance on the part of teachers and children.

The people are responsible for demanding that the officials whom they have charged with the education of their children provide adequate fire protection in all school buildings.

ACKNOWLEDGMENT—For illustrations appearing in this article we are indebted to the Russell Sage Foundation, New York; Safety Engineering, New York; Vonnegut Hardware Co., Indianapolis; Mr. C. B. J. Snyder, New York.

Kansas City, Mo. The board of education is planning the introduction of one low-temperature room in each school of the city. It has been found that although the city has a smaller percentage of tubercular cases than Eastern cities, still there are many cases which are likely to result seriously unless preventive measures are promptly taken.

Columbus, O. During the past year a total of \$18,061 has been deposited in savings banks by 4,000 public school pupils. The idea was introduced eleven years ago, the first year's results showing a deposit of over \$8,000.

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For 8 1/2 Cents a Quart

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is saved. Besides—

Jellitac is a distinct, new departure in paste from the standpoint of efficiency.

"It sticks"
Test it
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A postal brings a free sample, or we will gladly send a trial dozen cartons prepaid by parcel post for \$1.00, each carton producing a full quart of snow-white paste.

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The Editor's Mail

PROBLEMS IN SCHOOL ARCHITECTURE.

To the Editor:

Would not articles in your "Journal" discussing the following points be worth while and timely:

First: Schoolroom fenestration in regard to points of compass. Has it not been practically agreed, both in Europe and in this country, after many experiments and much study by the best authorities, that where possible every classroom should at some time in the day receive some direct sunlight, both for its sanitary and its cheering effect? And, that the room deprived of it is unfortunate? And, while the steady North light, without direct sun rays is most desirable for the artist's studio and the draughting room, is not the deliberate planning of all schoolrooms so as to receive only North light going contrary to all established principles? Is the elimination of shades which would thus be possible a justifiable accomplishment?

Is ranging schools with North light only, and the corridor on the South, with large expanses of prism glass planned to throw the light across said wide corridor, thence through glazed partition into cloakrooms, then on through another partition, or through a single partition into the classroom, making the best use or the proper use of sunlight? Does sunlight thus deflected really retain its chemical disinfecting and life-giving quality? Even if prism glass can accomplish all that is claimed, does not such a plan result in proportionately more cost in construction and maintenance than any other plan, and than is justifiable or wise for the majority of school districts? These questions are propounded at this time because such a scheme has recently been advocated as new and superior to all others.

Second: Is not the question of window shades another greatly neglected and abused one? For windows where, at times, bright, direct sun rays must be checked, is not the suitable way to use white translucent shades which will obstruct the

least light while preventing the unendurably bright direct rays? Are there cases where a white shade is not sufficient, but where a light gray or buff is necessary and sufficient? For lantern work, of course, there is no danger of too opaque shades, but for ordinary use just what degree of opaqueness is proper? Should not all shades, except for lantern work, be fitted with rollers and adjusters, and never with folding or collapsing devices? Do not the latter become collectors-of-dirt, insanitary and subject to other undesirable features? While the white or light-colored shades show soiling and demand replacing more quickly than the dark, are they not really more in the line of preserving sanitary conditions by showing that dirt is really present on the dark ones, though unseen? Is not the expense thus caused a justifiable one?

Third: When a building has been equipped with a fan system is it not illogical to run the fan only in cold weather? Are there not many days when no heat is needed in which the forced change of air is just as necessary as in winter? Are there not frequently weather conditions such that some rooms may possibly be reasonably well ventilated by open windows, while it cannot be done in other parts of the building?

In a properly equipped building is not the air delivered by the fan under better control and just the same or perhaps better than that admitted through windows? Will not the fan insure a more complete circulation and change throughout the entire building, while without the fan in operation some rooms may be made comfortable by open windows, others will be at a decided disadvantage? Is not ventilation by insuring the complete and standard number of changes of air per hour, fully as important as that of temperature? There have been those who have condemned the fan system.

Mrs. Ella Flagg Young, superintendent of schools in Chicago, is reported to have said that the fan system of heating and ventilating school buildings is bad, or at least not the best, and that the opening of windows and doors and so flushing the rooms with fresh out-door air in that way, is preferable.

Granting that with air-currents and weather conditions just suited to accomplish this, it would at times at least be good, is it not true that it

would often be impossible in some parts, if not in all parts of a building?

Are not the complaints against the fan system due to one or all of the following reasons: appropriation of funds that were insufficient for proper planning, installing, operating; inefficient janitors who through ignorance or perversity abuse and mismanage, rather than the system itself?

Are there any other means by which to positively control and accomplish what is possible with a properly installed and operated fan system?

We notice an excellent article on this subject in the August Journal, by E. L. Ellingwood, which we wish might be enlarged upon, or supplemented with discussions of the same sort. It is evident that in many quarters there is still great ignorance on the various questions above raised and that a thorough discussion by real and indisputedly experts will fill a vital want.

Respectfully yours,

JOSSELYN & TAYLOR Co.

Cedar Rapids, Ia., August 9, 1913.

ERASER CLEANERS.

To the School Trade Editor:

I am taking advantage of your "educational trade news" to ask for information regarding the methods of cleaning erasers in large schools. Is there any piece of apparatus on the market which answers this purpose?—E. E. C., Tacoma, Wash.

ANSWER: Let me at the very outset suggest to you the idea that the best and most ideal method of cleaning erasers today is the adaptation of your vacuum cleaning plant in your schoolhouse to your various sizes and styles of erasers. I was not long ago in a schoolhouse where a vacuum cleaning plant had been installed. The janitor came in, attached his hose, adjusted his various nozzles and cleaned erasers, blackboards, desks and schoolroom in a few minutes.

I mention the vacuum cleaning method for the reason that the majority of other methods, while good, have all developed certain weaknesses and are therefore not adapted well for the purpose. I will discuss the various types with you so that you may get an idea of the progress of the eraser-cleaning problem.

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The first eraser-cleaner put on the market years ago was a hopper affair, a good deal on the style of a grain-cleaner. It was a large wood box; the erasers were placed in and revolved around in the same manner in which grain is cleaned. A rather primitive fan-exhaust blew out the dust, which dropped through a screen to the bottom of the receptacle. It was perfect only to an extent. The cleaner retailed at from \$50 to \$100 and was, of course, too expensive for practical purposes. It was unsatisfactory too because of the fact that the work was performed in the basement. The dust spread through the room and was inhaled by the operator thus making it insanitary.

The next invention was a simple little cleaner, consisting of two handles and wire holders. The holders acted as a receptacle for the erasers and were adjusted by pressure of the hand. The cleaning was performed in the open air and was dangerous to health because of inclement weather and the incidental inhalation of chalk dust.

Another type which appeared was a brush affair attached to a wheel which cleaned the erasers by the pressure of the erasers against the brush. The operation of the cleaner caused the distribution of dust throughout the room and was the least desirable of all the various types.

A few years ago an eraser-cleaner was invented which worked on the principle of leather straps enclosed in a box which slapped the dust out of the erasers. This was never much of a success although it is still made in a limited way.

HIGH SCHOOL ADMINISTRATION.

Milwaukee, Wis. A two-year normal course in music has been introduced in the high schools. The new course will begin in February, 1914, and will aim to give the students a thorough grounding in music.

In the first semester of the first year, a critical study will be given to familiarize the students with several classical compositions thus giving them discriminating power in good music. A special course will be included on the German composers. In the second semester, the German composers of the "Talent Epoch" will be studied. The second year will feature the Italian composers.

Port Huron, Mich. The manual training department of the high school has been enlarged by the addition of a course in mechanical drawing. The new course has been combined with woodworking, two days each week being devoted to the former and three days to the latter.

The Chicago board of education has recently adopted a new policy for organizing and conducting the commercial departments of the high school. In formulating this policy special attention has been given to three factors. First, the conservation of rights of the students to the most liberal training which individual conditions render possible; second, the needs of the commanding world, and; third, the resources at the command of the board for making effective the first two points.

The following general principles have been adopted as outlining the policy which is to be pursued.

The adjustment of the standard of equipment and the activities of the classroom to a degree of relationship as close as possible to the conditions which are found in the offices of well regulated business organizations.

For purposes of economy and more effective and thorough gradation of classes, to adopt the policy of concentration of the commercial work into special schools or centers convenient of access to the pupils.

To work toward a plan for co-operation with industrial and commercial houses with the purpose in view of developing a system of part-time work through which the pupil will have, at certain stages of his school career, the benefits of actual office practice.

The development of a system of inter-school commercial relations that would include the types of correspondence that are employed in usual business methods.

The articulation of the course in commercial subjects in such a way with the general curriculum of the high schools that pupils in this department of the work will be qualified to pursue their studies in the higher grades should they so elect at a later period of their high school career.

To formulate courses of study that will embody both the practical and the cultural, and that will provide for a more liberal education than the restricted interpretation of a business course naturally suggests.

Administrative Notes of High Schools.

Detroit, Mich. Supt. C. E. Chadsey has granted permission to the Detroit Underwriters' Association to hold a series of lectures on life insurance before the advanced classes of the high school. The lectures must be strictly non-partisan in regard to the mention of different systems or companies.

Philadelphia, Pa. The bureau of compulsory education has begun a campaign to reduce truancy in the high schools. A new system of checking the attendance of pupils has been introduced which it is expected will reduce the evil existing in the high school for some time.

High-school students will receive the same attention as those of the elementary schools by the extension of the duties of the attendance officers. All pupils under sixteen years of age who are absent from school without a proper excuse will be compelled to return. Parents who do not keep their children in high school will be liable to prosecution according to the compulsory school law.

Bellingham, Wash. The school board has adopted the recommendations of the state board of education for several changes in the high-school course of study to go into effect next September. They are as follows:

1st. Four years of English to be made a requirement for graduation except for students who present two years of foreign language for whom the requirement in English is to be made three years.

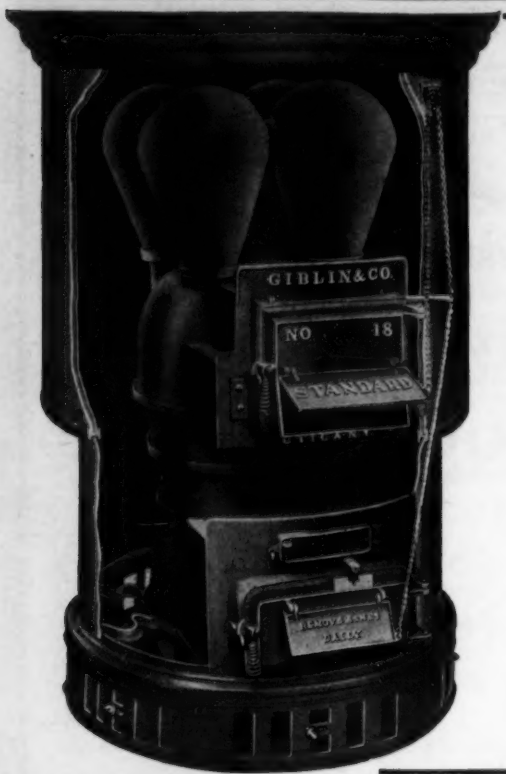
2nd. Solid geometry to be made an optional subject in the third year of the high school course.

3d. Chemistry, or a year of biological science to be made an alternation for physics in all courses.

4th. Music to be added as an optional subject in all years of all courses. One unit to be allowed in this subject on the basis of sixteen units for graduation.

5th. American history and civics required in the fourth year to read "History and Civics."

Minneapolis, Minn. Supt. C. M. Jordan has been authorized to prepare a special two-year high-school course for students who do not expect to complete the four years of high-school work and who desire some substitute for the same.



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Heater used with a Perfect System of Ventilation

Saves one-half the work of teaching by
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Here is what we will do: We will advise you, co-operate with you and aid you all we can. And then we will tell you something about our particular Furniture and make you some prices which we believe will open your eyes.

We have concentrated on this business a third of a Century. We think we know what to put in and what to leave out of Pupil's Desks, Church and Assembly Seating, Book Cases, Tables, Recitation Seats, Artificial Blackboard and General School Equipment.

We say to you we can save you money on anything you wish to purchase in this line. Let us prove it.

Haney School Furniture Co., Grand Rapids, Michigan

A VOCATIONAL SCHOOL. (Concluded from Page 21)

felt and gravel. The central main portion rises three stories high and the one-story wings house respectively the foundry and the boiler and engine room. The latter, which is not shown in the plan, is below the level of the ground floor and has sufficient capacity to furnish the entire power, heat and light for the building.

The main portion of the ground floor is occupied by the iron and woodworking departments. Each has, in addition to two general shops, a storeroom for raw materials. A finishing room is placed between the main stairways for painting and varnishing articles made in the bench-room.

On the first floor there are two large classrooms, a small recitation room, a mathematics room and a drafting room, the administrative office and toilet rooms. Two additional classrooms, a model housekeeping suite, a kitchen and a room for sewing and millinery complete the third floor.

The entire building is concrete and beyond hardwood floors in the classrooms and a minimum of wood-trim, contains no inflammable structural materials. The halls and stairways are entirely concrete.

The heating and ventilation which is of the steam fan-blast type, with automatic temperature regulation, cost \$6,500. The sanitary fittings are of the latest school type and include sanitary bubblers.

The building is rated for an average pupil capacity of 560 and cost \$51,000, or 19.50 cents per cubic foot. This is only \$91.04 per pupil, a remarkably low figure.

The architect is Mr. B. F. Turnbull of Everett.

MURAL DECORATIONS IN A CHICAGO SCHOOL.

Public schools in Chicago and in several of its suburbs have become possessors of inspiring mural decorations through the initiative of the Art Institute of Chicago.

The accompanying photographs illustrate two panels 8 x 9 feet completed this year by Miss Anita Parkhurst for the Langland School. They represent the origin of arithmetic and geography—two fundamental school studies.

The artists commissioned each year to carry out the decoration of school auditoriums are

chosen as the result of competitions between the advanced members of the "mural" class. As shown in Figure 3, the competition is presented to the class in the form of a problem with all conditions fully stated. Small sketches are then submitted and the author of the best of these is awarded the commission which is paid for. The scheme is then sketched in on full-sized canvases and careful working studies are made of the individual figures before the whole is finally completed. Very often the decorations undergo considerable changes from the original composition.

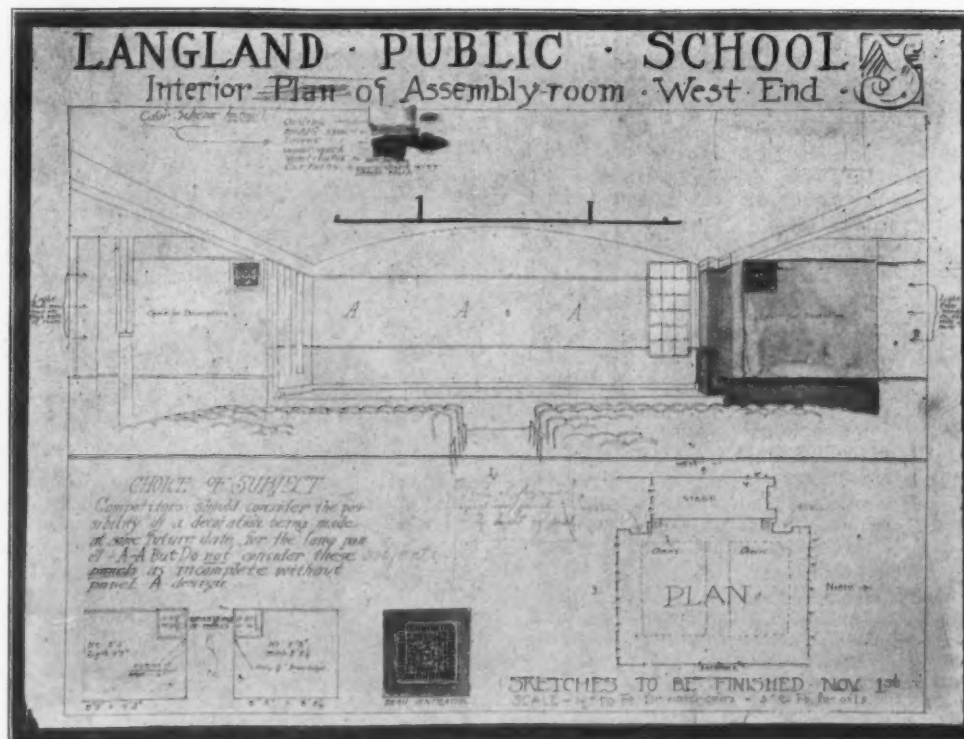
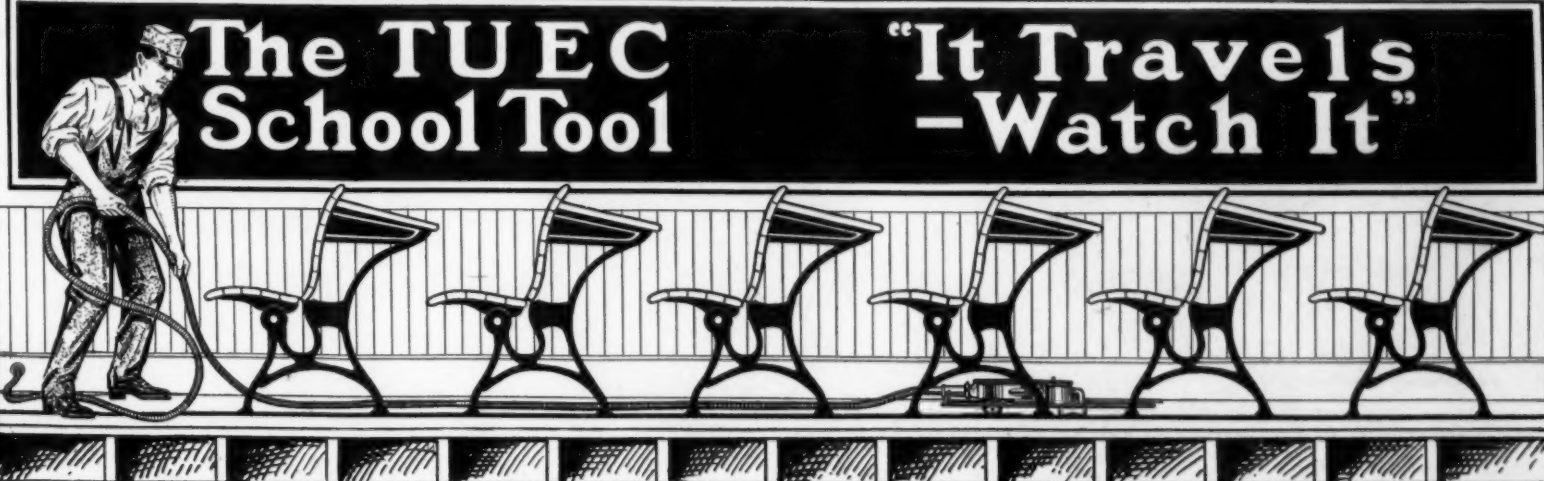


Fig. 3. Plan of Competition for Mural Decorations of the Langland School, Chicago.
(See page 10.)



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the army of boys and girls on September first.

Back come the dirty shoes, the rainy weather, the snow and the mud.

Back comes the school cleaning problem and the janitor.

WILL YOU HELP THE JANITOR ?

You, school officials, now is the time for action. Today is the day---not tomorrow.

Today you can get the thing which will make epidemics impossible.

The Tuec School Tool operating on the Tuec Vacuum Cleaning System will clean your school-room floors perfectly.

Think of reducing your janitor's work to just a few minutes work every night.

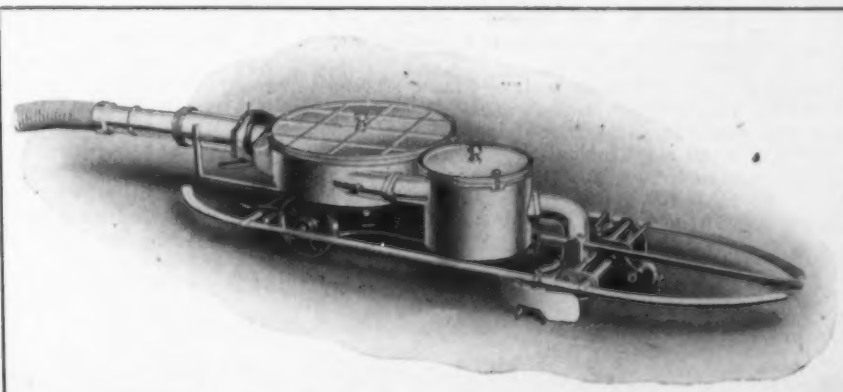
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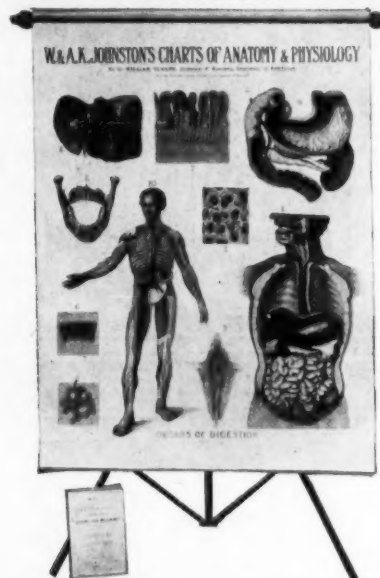
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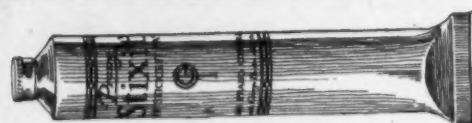
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INTRODUCE NEW TRADE COURSES.

To meet the local demand for trained mechanical and architectural draftsmen, the Milwaukee Trade-School Commission has authorized two courses especially adapted to young men who intend to enter these occupations. The courses are being introduced with the reopening of the Trade School and will provide two years of study and practical work. The time allotment provides for 48 hours of actual class work per week, for fifty weeks each year.

Applicants for the courses must be sixteen years of age and must have graduated from the eighth grade or must have completed work equivalent to the eighth grade. The course as adopted is as follows:

Mechanical Draftsman.

First Year.

- 600 hrs.—Practical work in the Pattern Shop, supplemented by molding and core making.
- 40 hrs.—Applied Arithmetic.
- 60 hrs.—Applied Algebra.—To quadratics, Applied Geometry.—Plane.
- 50 hrs.—Applied Physics.—Light, heat, power, pneumatics and hydraulics.
- 40 hrs.—Applied Chemistry. Chemical composition of the common metals and materials used in manufacturing and construction work.
- 50 hrs.—Applied Trigonometry.—Plane, Recitation.
- 1304 hrs.—Fundamental Principles of Drafting, practical work at the drawing board, elementary machine design and construction, shop inspection trips and written reports, supplemental reading as assigned. All recitations will require outside preparation.

2144 hrs.—Total.

Second Year.

- 600 hrs.—Practical Work in Machine and Forge Shops.

- 100 hrs.—Materials of Construction—Materials used in Manufacturing, Ultimate Strength, Live and Dead Loads, Factors of Safety, Safe Loads, Moment of Inertia of Practical Sections.

- 100 hrs.—Practical Mechanics—Results obtained by forces acting on material bodies, the application of practical formulae to machinery, Stress Diagrams and Graphical Constructions.

- 1344 hrs.—Advanced Drafting, Compiling Specifications, Original Designs and the necessary calculations for the same. Special Inspection Trips and Written Reports, Lectures relating to the Commercial Side of the Trade. Business Letters and Forms. Supplemental Reading as Assigned. All recitations will require outside preparation.

2144 hrs.—Total.

Architectural Draftsman.

The length of the course and the general requirements of students are the same for architectural draftsmen as for mechanical draftsmen. The studies are as follows:

First Year.

- 600 hrs.—Practical Work in the Carpenter Shop and instruction in sanitary plumbing.
- 100 hrs.—Mathematics—same as for mechanical draftsmen.
- 50 hrs.—Applied Physics—same as for mechanical draftsmen.
- 40 hrs.—Applied Chemistry. Chemical composition of the common materials used in building and construction work.
- 50 hrs.—Applied Trigonometry.—Plane, Recitation.
- 1304 hrs.—Fundamental Principles of Drafting, Practical Work at the Drawing Board. Elementary Architectural Design and Construction. Shop Inspection Trips and Written Reports. Supplemental Reading as Assigned.

All recitations will require outside preparation.

2144 hrs.—Total.

Second Year.

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2144 hrs.—Total.

Mitchell, S. D. The board of education has introduced the study of agriculture in the high school. The work will be extended to the grades ultimately.

Intermediate schools, for the instruction of children enrolled in the seventh and eighth grades, are favored in a recent report adopted by the New York board of education. Of all the schools criticized by the Survey of the New York school system, none received so much praise as the three "intermediate" schools in the Borough of Manhattan. The investigators found that the organization of these schools permits of differentiated courses of study, and closer supervision, and is a considerable factor in reducing the part-time evil.

WHAT SCHOOL-BOARD MEMBERS THINK OF TEACHERS.

"Whither Bound" is the suggestive query appearing upon the title page of a folder containing a most important summary of opinions on the country schools of Ohio. The opinions are the result of a questionnaire addressed to the rural school officials of the Buckeye state by Mr. A. P. Sandles of the Ohio State Department of Agriculture. It constitutes part of a broad campaign for rural betterment which Mr. Sandles has undertaken.

It is interesting to notice that the 673 school boards of Ohio which replied to Mr. Sandles feel the same unrest and dissatisfaction with the country schools which the press and the general public have been expressing for some years. Certainly no set of laymen in the country come so close to the schools as do the district trustees and none can speak so well from direct contact with teachers and pupils. In a way the questionnaire also forecasts the findings which the statewide professional survey of Ohio schools will show.

The first question which Mr. Sandles asked was: "How many social gatherings were held at your schoolhouse during the past year, outside of school hours?" Of the 673 answers, 320 were affirmative, and 353, negative. The replies indicate conclusively that the country school, at least in Ohio, is not a social center and does not serve to stimulate public discussions and assemblages for the community welfare.

The third question asked was: "Do you believe the schoolhouse should be used as a place where meetings of men and women should be held to discuss questions of interest and importance to the community?" Six hundred and seventeen directors answered "Yes" to this question and only fifty answered "No." While school directors are almost unanimous in seeing the value of such meetings, but little public spirit seems to exist in the country for gatherings and the schoolhouse has not yet met its possibilities.

The fourth question read: "Do your teachers take as much interest as they ought in the community affairs, outside of the schoolroom and school hours?" To this question 520 answered "No" and 153 "Yes." Just here is, perhaps, one of the greatest weaknesses of the movement for enlarging the social influence of the school. That three-fourths of the teachers of Ohio should take no interest in community affairs, or at least not enough in the opinion of their official superiors, indicates a woeful lack of interest on the part of teachers in the larger duties of their profession and indicates their inability or unwillingness to do more than merely teach arithmetic, writing and the other common subjects.

The fifth question of Mr. Sandles more clearly proves how little teachers are really interested in more than mere teaching. He asks: "Do your teachers do anything, outside of just teaching school, to help the community in a social and moral way?" To the shame of Ohio teachers, it must be said that only 245 answered "Yes," while 407 answered "No." Two-thirds of the teachers are doing nothing to influence their local communities, outside of mere teaching.

That school boards believe that teachers should be identified with community interests is evidenced by the fact that 559 school directors replied affirmatively to the question: "Should a teacher be a resident of the community and identified with its interests?"

In seeking to learn whether teachers take an interest in community affairs, Mr. Sandles asked these questions:

"Have your teachers tried to organize a lecture course to help the community?" Replies: 151, affirmative; 510, negative.

10. "Have your teachers tried to secure a farmers' institute at state expense for your community?" Replies: 71, affirmative; 570, negative.

11. "Have your teachers ever made an effort to have a free orchard demonstration of spraying and pruning by state officials for the betterment of your fruit interests?" Replies: 39, affirmative; 619, negative.

Touching upon strictly professional interests and efficiency of teachers, the following questions and answers are perhaps of interest.

12. "As a rule, do your teachers attend summer school and attempt to improve their qualifications to teach?" Replies: affirmative, 295; negative, 373.

14. "Do you believe that teachers are as thoroughly competent to teach as they should be?" Replies: 121, affirmative; 543, negative.

In other words, the great majority of school directors believe that the teachers are not giving the services which they should and that consequently the work of their schools is not what it should be. While the teachers should, of course, be blamed for this, the school boards themselves are perhaps even more responsible than the former, because they hire the teachers and are not careful enough in dismissing those who do not give perfect satisfaction.

A further question indicates that school boards are not doing their full duty: 16. "Is there a tendency to employ younger teachers now than a dozen years ago?" Replies: 473, affirmative; 180, negative.

That teachers are interested in strictly professional work is indicated by replies to the two next questions:

18. "Do teachers ever discuss the merits of township supervision, centralization or consolidation?" Replies: 273, affirmative; 341, negative.

19. "Do your teachers take any active part in teachers' institutes?" Replies: 454, affirmative; 201, negative.

That school boards see that the schools are not giving satisfaction, but that there is something essentially wrong, is indicated in the last question of the series: "A general sentiment seems to prevail that something is wrong with our schools. Do you think so?" Replies: 550, affirmative; 59, negative.

Dayton, O. Supt. E. J. Brown has taken steps to assume the control of the continuation work of the local Y. M. C. A., and to make it a part of the public schools. Under the plan it is intended that boys who work will pursue grammar and high-school studies during the time they are employed.

Supt. Alfred Roncovieri has submitted to the board of education at San Francisco, Cal., a course of study for the elementary schools. The proposed course has for its aim the reduction of repetition in passing from grade to grade.

Among the changes which Mr. Roncovieri advocates are more elementary science, acquaintance with the industries, better physical development and added attention to health and hygiene, a new system of teaching geography and history. He urges that nature study be based on animal and plant life in classes below the fifth grade and that science be studied in the fifth and sixth grades.



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Songs for Children.

By Dora I. Buckingham. 38 pages. Published by Milton Bradley Co., Springfield, Mass.

Simplicity in the melodies,—sincerity in the verses, a healthy, happy interpretation of the child's natural interest in the things about him are the keynotes of this delightful volume of original songs for the kindergarten. The author is a kindergartner of many years' experience and has had ample opportunity of observing the moods and expressions of childhood. The songs presented have been tested in the model school of the Kalamazoo, Michigan, State Normal School and have been found successful in every respect. The book is a valuable addition to the teaching material of the kindergarten.

A Two-Year Course in English Composition.

By Charles Lane Hanson. 377 pages. Price, \$0.90. Ginn & Co., Boston.

The contents of this book justify its title. It certainly does provide an abundance of material for the first and the second year of any high school.

The treatment of topics and sub-topics is so even and well-proportioned that distinctions are difficult. Still, the chapters on the paragraph as a unit, on the exact word, on argument have some individual points of excellence. The ideas of many are so hazy on what constitutes a paragraph, that the exclusions and inclusions given under this topic, have the merit of timeliness. The lists, examples, and exercises in the chapter on "the exact word" give sharp drill. Argument is approached from the commonsense standpoint that in a debate the speaker is trying to make others see as he sees. Everything com-

ing under collection of material, preparation of brief, arrangement of points, is guided by this idea. The numbers and variety of carefully tested subjects for oral and written composition show how much importance is laid upon constant practice in self-expression. This work is not only well worth the doing, but its form is such that pupils will think the work well worth the doing. The appendix handles practical points, the index is exceptionally full, the unusual number of exercises makes selection possible for teachers.

Schools that have already adopted this book will hardly regret their choice.

School Algebra.

Book I. By George Wentworth and David Eugene Smith. Cloth, 298 pages. Price, \$0.90. Ginn & Co., Boston.

Academic Algebra.

By George Wentworth and David Eugene Smith. 12mo, cloth, 442 pages. Price, \$1.20. Ginn & Co., Boston.

Successful books must not only be good in themselves but must meet the needs of the public. These authors have not forgotten either condition. They have consulted; (1) Courses of study in use in the various states and in the leading cities of the country; (2) Syllabi and curricula prepared by important associations of teachers of mathematics; (3) Recent papers set by principal examining boards; (4) Judgment of a large number of prominent teachers. So much by way of studying the trend of public opinion.

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Cyr's New Primer.

By Ellen M. Cyr. 121 pages. Price, \$0.30. Ginn & Co., Boston.

Good paper, large, clear type, delightful pictures, render this book very attractive. The dialogues, the nursery rhymes, the musical refrains, easily lend themselves to action; action in its turn, vitalizes the words. In this carefully graded and varied material the author has tried to help the child to feel that there is meaning and life behind the strange characters in the book.

The Riverside Eighth Reader.

By J. H. Van Sickle, Wilhelmina Seegmiller and Frances Jenkins. 310 pages. Houghton Mifflin Co., Boston.

The "Eighth Reader" of this unique series follows the plan of the earlier books. Possibly more space has been allowed here to "The Study of Authors." This title is apt, since the personal sketches are only introductions to selections that reveal the personality and charm of the authors. The study helps throw light upon obscure points in the selections, and the suggested readings disclose attractive vistas.

Historical Plays of Colonial Days.

For the Fifth Grades. By Louise E. Tucker and Estelle L. Ryan. 157 pages. Longmans, Green & Co., New York.

The life of today sometimes crowds out the life of yesterday. This is regrettable, since the past has put an ineffaceable stamp upon the present. These twenty-six historical plays of colonial days will interest children who are essentially dramatic and will tell them something

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The School of Commerce, Accounts and Finance of the New York University has introduced a course in shorthand, using the Isaac Pitman text-books in this connection. This school has become well known throughout New York and the East as one of the most practical and most up-to-date in the country, and it is already offering a wide range of courses, including the Principles of Accounting, Accounting Practice, Commercial Geography, Finance, etc. This school accepts students who hold a Regents' Qualifying Certificate or a diploma of a four years' high school. However, business men without such credentials, who are over 21 years of age, are not barred from attendance, for they may be admitted to the class without examinations, at the discretion of the school faculty.

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of the life of their forbears, between 1620 and 1775. The plays are short, the characters in each play are few, the plots are varied, the language is happy. Children are in evidence giving a touch of naturalness to these events of by-gone days.

The cover in blue delft, with its lettering and decorations in white, reminds one of olden days.
Selected Lyrics from Wordsworth, Keats and Shelley.

By Charles S. Thomas. 130 pages. Price, \$0.25. Houghton Mifflin Co., Boston.

The National Conference on Uniform Requirements in English has selected for one of the possible study books during 1915-1919 those poems of Wordsworth, Keats and Shelley which are included in Palgrave's "Golden Treasury." The work of the editor concerns these poems. If he did not make the selections, his individuality appears in the editorial work. In the personal sketches some fundamental distinctions are brought out. It is noted that two transcendent gifts permeated the poetry of Wordsworth—"the power to interpret the deeper significance of nature and the power to reveal the fine sympathies of the lowly people." Of Keats it is said: "His senses were remarkable for their acuteness and he was equally skilled in giving fit phrases to these keen-felt sensations." Instead of following Palgrave's chronological arrangement of poems, all the poems have been grouped under the proper author. The notes are full enough and searching enough to meet "rigid demands for intensive study."

A First Course in Physics.

By Robert A. Millikan and Henry G. Gale. 442 pages. Ginn & Co., Boston.

The original edition of Millikan & Gale's "A First Course in Physics" appeared eight years ago. That book is now used in more than thirty-five hundred leading schools throughout our country. A teacher of physics recently said to the writer: "I have used Millikan & Gale's physics in my classes for five years with ever-increasing satisfaction." In the opinion of the authors the alterations and additions found in this revised edition have distinctly improved a good textbook in physics.

The query naturally arises, "What are these

changes?" Some of the more important, we are told, are: (1) The approach to the subject of physics has been made more simple and more interesting by postponing the chapter on force and motion until after the discussion of the fascinating phenomena of liquids and gases; (2) The treatment of force and motion has been considerably simplified, while the presentation of the fundamental principles underlying the dynamo and motor has been notably simplified; (3) The shortening of the book by about sixty pages to give opportunity for the insertion at the end of the course of a carefully selected list of review questions and problems; (4) The absolute units have been subordinated even more than in the first edition; for example, all electrical quantities are defined in this edition in terms of the practical, legal units; (5) Introduction of a large number of new problems and more than sixty new illustrations; (6) Insertion of the portraits of the most eminent of modern physicists as well as those of the great pioneers of the science. These portraits mark advances in physics and visualize the personality of these seekers after truth.

The style is lucid. Best of all, this edition has held to the aim of the first edition—"to present elementary physics in such a way as to stimulate the pupil to do some thinking on his own account about the hows and whys of the physical world in which he lives."

Minimum Essentials.

By Thomas E. Thompson. 26 pages. Published by Thomas E. Thompson, Leominster, Mass.

These sheets of graded questions in arithmetic and language are to be used for study drill and test. Their aim is accuracy and rapidity. That essentials in any should be first understood, then mastered, is a truism. These apparently sensible means for gaining these ends in these subjects merit a fair trial.

School Feeding.

By Louise Stevens Bryant. 345 pages. Price, \$1.50 net. J. B. Lippincott Company, Philadelphia.

Before the close of the Boer War a British Major-General startled his countrymen by announcing that only two out of every five who wished to become soldiers were physically fit for army life. England, on inquiry, found the

cause to be underfed children and has since bestirred herself to remedy this evil. In 1904, a sentence in Robert Hunter's book, "Poverty," that "there must probably be in New York City alone, sixty or seventy thousand children who often arrive at school hungry and unfitted to do well the work assigned them," aroused general public interest in school feeding.

Careful investigation followed. An effort was made to learn how many children came to school without breakfast, how many with inadequate breakfast. The next step was to learn what kind of luncheons were brought or bought. It was found they were always lacking in the essential elements of protein and fat. So school feeding began in our great metropolis. By school feeding is meant the supplying of hot breakfasts, lunches, or both, to most or all of the children at cost, and to some children free. The menus suitable for children of different ages are interesting. The cost per child is so small, the nutritive value so high, when compared with the luncheon often bought for a few pennies. At the end of a six months' period measurements taken of weight, height, hand-strength and lung capacity gave most gratifying results. These children were now alert over lessons. School lunches now constitute a part of the elementary school systems of some thirty American cities in fourteen states.

The cost has been met partly by the sale of meal tickets, partly by gifts from public-spirited individuals or societies, partly by the cities themselves. Milwaukee considers this work so important that it bears the entire expense. The social side of this movement has its significance. When big children care for the little ones, when relays of children wait on tables and clear up afterwards, there will surely be some results of incalculable value.

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Old Textbooks.

Philip Hale discusses in the Boston Herald old textbooks which held the interest of school boys and girls during the middle of the last century. He writes:

"And while we are discussing educational matters, let us protest against the proposal to destroy old schoolbooks because they are full of germs.

Time-honored tomes!

The same my sire scanned before,
The same my grandsire thumbed o'er,
The same his sire from college bore.

It was a poet of this city that wrote the lines, in his praise of old wine, old books, old friends:

Old Homer, blind,
Old Horace, rake Anacreon, by
Old Tully, Plautus, Terence lie.

Would that we now possessed the earlier books, those that vexed us in the little old red schoolhouse, and later in the intermediate and grammar schools. There was the spelling-book with the picture of some one holding an ingenious youth with a queer cap by the hand and pointing theatrically to the Temple of Fame on a high hill. Where is the old geography—was it Morse's? not the one by Jedediah, but by Sidney E. Morse. Behind its boards, placed upright on the desk, we read "Mad Mike the Death Shot," "Snaky Snodgrass," Silverheels the Delaware, "Sixteen-String Jack," "The Mysteries of the Court of London." From the geography we learned that the French were a polite and gallant people, fond of light wines and manufacturers of silk. The picture illustrative of the article "Russia" shows a sleigh pursued by wolves. Where are the old readers? One of them contained extracts we have not seen since.

"Give her to me," said one. "I'll take her," said the captain. "You, Mr. Renwick, counsel moderation." "And is this your scanty store? And a half of this do you offer to a stranger? Then never saw I hospitality before."

Later came the "Readers and Speakers" with "The Seminole's Defiance"—"Blaze With Your Serried Columns," "I Give My Soldier Boy a Blade," "The Atrocious Crime of Being a Young Man," "Has the Gentleman Done!" "Here I Come Creeping" and the inevitable speech of Spartacus.

They are all gone with the "Life of Alexander Selkirk" (green boards and grotesque wood cuts), the hieroglyphic Mother Goose, the English edition of "The Boy's Own Book," "Dick and His Friend Fidos," "Tim the Scissors Grinder." And with them are Anthon's Virgil, forbidden by the teachers, and other classics edited by the voluminous and Johnsonian professor at Columbia. Would that they were now on the shelf before us, with Captain Mayne Reid's "Rifle Rangers" and "White Chief"! Who would not give away his set of Kipling or Stevenson to make room for them, though the old books were thumbed, foxed, dogseared, broken backed?"

Will Print Spellers.

The Chicago board of education has undertaken to publish its own speller for the elementary schools to replace the present textbooks. The action of the board follows a campaign waged by a local publishing house in which political pressure was brought upon Supt. Young and which was partly responsible for her temporary resignation.

The manuscript for the proposed speller will be compiled by the teachers of the grade schools and will be submitted to local printers and binders for manufacture. The books will be placed in the hands of the pupils at a price to include only the cost of production and distribution. A report of the special committee on "spelling book" reads:

"It is the judgment of this board that the expense to it for spelling books and the expense to taxpayers of the city and to parents of pupils can be lowered to the minimum possible, and thereby to this board, the taxpayers, and parents

be saved thousands of dollars per annum, by this board contracting directly for the printing of said spelling books and placing them in the hands of pupils at such prices as will cover all cost to this board, instead of continuing the present system of contracting for the purchase of the printed and copyrighted spelling books from some publisher and causing both the board and the pupils to pay various profits thereon."

Louisiana High School Texts.

Acting upon a sealed report of a special committee of high school principals appointed to examine textbooks, the Louisiana State Board of Education in session at Baton Rouge last month, adopted for use in the high schools all of the textbooks now in use except the following which will be used hereafter:

Physics—Gorton's A High School Course in Physics (Appleton) United States History—Stephenson's An American History.

Latin—Gunnison & Harley's three-year course in Latin, three books (Silver).

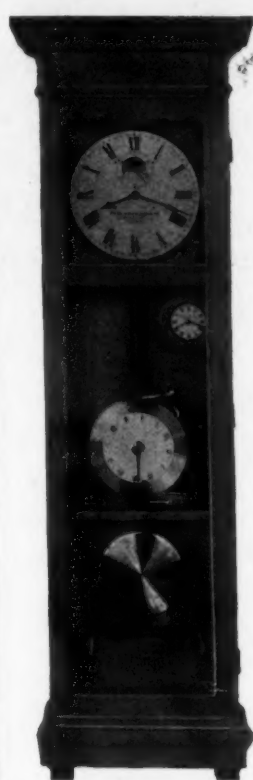
Agriculture—A four-year course of study was selected as follows: First year Dugger's Agriculture for Southern Schools. (readopted) Second year, Dugger's Southern Field Crops; Third year, Harper's Animal Husbandry for Schools; Fourth year, Snyder's Soils and Fertilizers.

The board recommended that the selection of German textbooks, English classics, laboratory manuals and systems of shorthand be left with the schools.

The school board of New Orleans has adopted for the high schools Halleck's History of English Literature and History of American Literature (Am. Book Co.). The former will be used in the three high schools at once, while the latter will be used in the boys' high school immediately and in the girls' schools when the courses are revised so as to include American Literature, when the new book for that study will be used.

TEXTBOOK NEWS.

Kalamazoo, Mich. The following textbooks have been adopted for use in the public schools: Brubacher & Snyder's High School English (Merrill); Collins' Practical Algebra (Am. Book Co.); Muzzey's American History (Ginn); Laurel Music Reader; Applied Arts Drawing Book, 1



STYLE A60TF

ELECTRIC SELF-WINDING MASTER and PROGRAM CLOCK for \$100.00

Specifications.

60-beat, self-winding regulator, 12 in. white enameled dial, platinum tipped circuit closers, control for any number of SECONDARY CLOCKS.

Six Program Five Minute Interval Program Machine, with AUTOMATIC CALENDAR SWITCH for silencing bells on any day or night of the week as desired.

Case of golden quartered oak, cabinet finish or finish to match sample as submitted.

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For use in any school or college, send for information blank and we will see that it will meet your full requirements.

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Furnished complete, with Samson No. 3 battery for operation, complete instructions for the installation and operation, for \$100.00 f. o. b. factory.

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ELECTRIC MASTER, PROGRAM
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Successors to FRED FRICK CLOCK CO.
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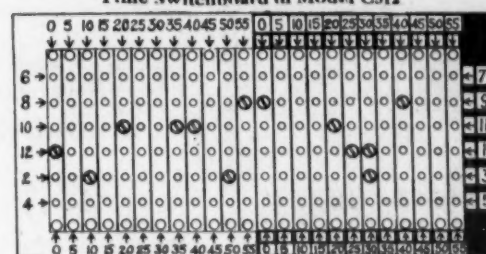
"Readyshift"

An eight-day regulator, 80-beat pendulum with program device and switchboard all contained in neat and substantial cabinet of quarter-sawed oak or mahogany.

Program Clock

Standard models arranged for 2½ and 5 minute intervals and single or multiple circuit signals automatically silenced during any period when not desired. Norelay troubles.

Time Switchboard in Model C512



Mounted in lower part of above cabinet. Handy and accessible. The name "Readyshift" just naturally suggests itself when you set or change your program by solid plugs on this solid, plainly marked switchboard.

Write for Booklet P 2

HAHL AUTOMATIC CLOCK CO.

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CHICAGO, ILL.

Manufacturers of "Hahl Automatic Pneumatic Clock Systems."

book (Atkinson-Mentzer); Woodburn & Moran's Elementary American History (Longmans-Green).

The Chicago board of education has adopted for exclusive use for the high school Wooley's Handbook of English Composition, (Heath) and Winchell's Civic Manual of Chicago, (Flanagan).

The following books have also been adopted: Thurston's Business Arithmetic, (Macmillan), Lyon's Bookkeeping, Brisco's Economics of Business, (Macmillan), Van Sant's Shorthand.

Freeport, Ill. The following textbooks have been adopted for the high school:

Spanhoofd's Beginners' German; Hawkes, Luby & Touton's algebra (Ginn); Thurston's Business Arithmetic (Am. Book Co.).

Beloit, Wis. The following books have been adopted for the schools: Salisbury, Barrows & Trowbridge geography; Clark's general science (American); Smith's Latin Lessons; Gunnison & Harley's Caesar (Silver); Bennett's Latin grammar (Allyn); Daniel's Latin prose; Grenow's Jung Deutschland; Fritz & Eldridge's Expert Typewriting (American).

The Applied Arts Drawing Books (Atkinson) have been recently adopted at Madison, Wis. The same series has also been introduced in the schools of Oklahoma and in the Catholic school system of the diocese of New Orleans.

The Progressive Road to Reading (Silver) has been adopted for use in the public schools of Syracuse, N. Y.

The Tennessee State Board of Education has adopted four books for the use of the State Teachers' Reading Course, during the school year 1913-14. The books are Carney's Country School (Row-Peterson); Carver's Rural Economics (Ginn); Hollister's High School Administration (Heath); Holme's Conservation of the Child (Lippincott).

A book by Professor David Eugene Smith announced for early publication by Ginn & Company is a manual for teachers on "The Teaching of Arithmetic," which reviews the whole subject from the history of the development of arithmetic to practical suggestions for teaching it. One of the chapters deals with the recreations of arithmetic, and includes accounts of many interesting games and puzzles of Greek and mediaeval as well as modern origin.



School Trade Notes

Oliver Manual Training Bulletin, 1913.

The average manufacturer of school equipment is so intent upon getting orders that his advertising literature has little space for anything not directly laudatory of his products. And, in the great mass of dull school-apparatus catalogues and leaflets, a brochure which contains material of an informational, helpful character stands out like a polished gem in a handful of pebbles.

The 1913 manual training bulletin of the Oliver Machine Company is distinctly unique among catalogues of woodworking machinery. It opens with a suggestive article on "European Industrial Education," pointing out the reasons for the success of these schools and arguing for the adaptation of certain European plans of organization and management to American conditions. In addition to this, there are detail floor-plan layouts of sixteen school shops, including a number of most helpful forge rooms, pattern shops and woodworking rooms. Illustrations of model rooms, the various machines of the "Oliver" line and a list of "Oliver" installations complete the booklet.

The pamphlet is a "gem" among manual training catalogues.

Schools & Libraries.

The caption of this item forms the title of a seventy-two page pamphlet illustrating a wide variety of schoolhouse and library designs by Geo. W. Payne & Son, Architects, Carthage, Ill. The designs include fifty schools, six libraries and two college dormitories.

The designs have been prepared with the needs of villages and small cities in mind, where building of simple, inexpensive character and practical convenient arrangement are desired. School boards who are interested in small and medium-size buildings will find the pamphlet particularly suggestive.

FOR TRADE PRESS EFFICIENCY.

President H. M. Swetland of the Federation of Trade Press Associations in the United States announces that the program has been completed for the Eighth Annual Convention at the Hotel Astor, New York, September 18 to 20.

Acceptances are in hand from over sixty speakers of national reputation in the manufacturing, selling, advertising and publishing fields. There will be fifty ten-minute addresses at the Editorial, Circulation, Advertising and Publishing Symposiums on vital questions affecting all those who have dealings with the Business Press of America.

Other features of the convention will be an exhibit of successful class, technical and trade journal advertising campaigns, a big business meeting at which will be told the inside stories of the big trade paper publishing successes and an inspirational mass-meeting with addresses by representative business and professional men on subjects of live interest to editors, publishers and advertisers.

All the regular sessions of the convention will be open but tickets must be secured for the inspirational mass-meeting. These may be obtained from any member of the Federation or from W. H. Ukers, Chairman of the Committee on Arrangements, 79 Wall Street, New York.

SCHOOL SAVINGS BANKS.

Waukegan, Ill. Supt. O. S. Thompson has begun arrangements for the installation of a penny savings system in the schools to be in operation next September. The plan is to have bank books and small savings banks for each of the depositors after they have complied with the first requirement. Stamps will be used which will be exchanged for pennies collected by the pupils. After a card is filled with stamps a bankbook and small bank will be presented.

A statement has been issued showing the savings of the public school children of Rock Island, Ill. The deposits up to September 1, 1912 were \$8,152.38. During the school year there were deposits from the various schools amounting to \$6,645.53 making a total of \$14,797.91. Amount withdrawn during the year was \$1,563.48. At the close of the school year there was a balance on hand of \$13,234.43.

SPIRAL SLIDE FIRE ESCAPE



Conceded by leading School Boards, Architects, and Fire Chiefs to be the best in the world. All step-escapes are necessarily dangerous. One falls, another stumbles over the fallen, and another, breaking limbs and crushing out lives in the mad rush from smoke and flame.

In the Kirker-Bender there is no stumbling, no falling, everybody slides to safety.

Especially suited to women and children.

Illustrated booklet free. Write to-day; your letter may save a life.

Covered with 8 Patents.

DOW FIRE ESCAPE WORKS
LOUISVILLE, KY.



Modern High School—Cost \$35,000

J. H. FELT D. B. FOSTER
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Architects
School Specialists
Suite 800 Grand Ave. Temple
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Architects for
William Jewell College, Liberty, Mo.
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Hutchinson High School,
Hutchinson, Kas.
Emporia High School,
Emporia, Kas.
Lexington High School,
Lexington, Neb.
York High School, York, Neb.
Dodge High School, Dodge, Neb.
Winfield High School, Winfield, Kas.
Webb City High School,
Webb City, Mo.
Clinton High School, Clinton, Mo.

Do you want to see the best things for every kind of school equipment? If so, call on or address the

Permanent Educational Exhibit Company

70 Fifth Ave. (Cor. 13th Street), New York City

This Exhibit Company is something new in this country in the educational realm and meets a great demand on the part of teachers and manufacturers of school supplies.



Olsen School Wagons

Built in Three Sizes

Sanitary, Durable and Neat

Write for Prices and Freight Rates

C. J. Olsen & Sons
Pittsboro, Ind.

DELPHI School Wagons

SOLD

Direct to the School Official

DELPHI WAGON WORKS

DELPHI, IND.

TOTHILL'S PLAYGROUND APPARATUS

Strongest,
Safest,
Most Durable
Apparatus
Manufactured

Most Popular
Amusement Apparatus
ever invented



Used
in every
Playground

Pat. Jan. 12, 1909
Tot Hill Playground Apparatus adopted and used exclusively by the City of Chicago. Send for Catalogue.
W. S. TOTHILL (Established 1875) 1807 Webster Ave., Chicago, Ill.

THE BUFFALO SCHOOL-HYGIENE CONGRESS.

(Concluded from Page 17)

which moral and religious ideals control the conduct of the individual. The inadequacy of mere information in matters of sex is painfully evident. To the knowledge of what is right must be added the will to do the right. All the other aspects of Social Emergency treated with superhuman wisdom would still leave the greatest problem unsolved. As moral and religious instruction is the dominant educational need of the present generation, so the moral and religious aspects of sex problems transcend all the others in importance."

Professor Tierney argued that the details of sex hygiene should be eliminated from school instruction but that the entire emphasis be placed upon purity by definite character training. "No marked improvement in morals has followed the bringing to the attention of our college boys the dangers of sexual sin." "The appeal is to the wrong faculty, the emphasis in the wrong place. Information cannot keep a man upright." "Sex instruction is apt to put forward by some years the time of suggestion and temptation. Safety lies in diverting the attention from sex details."

His conclusions were that the home is the proper place for sex instruction and that parents should be assisted in teaching their children by means of lectures delivered by physicians.

Business of the Congress.

In its business deliberations the Congress was exceedingly brief and unanimous. The resolutions adopted by the members thanked the city

of Buffalo for its hospitality, and the officers, particularly, Secretary Thos. A. Storey, for their diligence and zeal. The governments of the world were requested to turn their discarded naval vessels into tuberculosis sanatoria for school children. The Spanish-American delegates thanked the Congress in a special resolution, for adding Spanish to the official languages.

The international committee, which is from necessity a self-perpetuating body, recognized the services of the American leaders of the Buffalo Congress by adding to its membership Dr. John Stewart of Canada, Dr. F. B. Dresslar of Nashville, Tenn.; Dr. L. M. Terman of Stanford, Cal.; Dr. J. H. McCurdy of Springfield, Mass.; Dr. E. H. Porter of Boston, Dr. Roswell Park of Buffalo. Dr. Charles Eliot, Dr. Louis Dufestel and Dr. Thomas Storey were added to the international bureau.

Among the important foreign leaders in school hygiene who attended the Congress were Dr. Leo Burgerstein of Vienna, commonly spoken of as the father of the school-hygiene movement; Dr. H. Griesbach of Alsace, Germany, president of the first international Congress; Sir James Kerr of the London County Council and leader in the British school-hygiene movement; Sir James Grant of Canada; Dr. R. H. Crowley of Whitehall, England; Dr. Ernesto Cacace of Naples, Italy; Dr. W. F. Unia Steyn Parve of the Netherlands; Dr. P. Stephani of Mannheim, Germany.

The Exhibits.

The only unfortunate detail in the arrangements made by the Buffalo committee for the accommodation of the Congress was the placing

of the Scientific and Commercial Exhibits in a building not easily accessible from the meeting places and from the headquarters hotel. As a whole the exhibits were of compelling interest and of high permanent value.

The display made by New York State, including Buffalo, Rochester, Syracuse, Albany and New York City, occupied nearly one-half of the entire space and embraced more than three hundred distinct subjects. Most encouraging for the future health of childhood in New York were the numerous evidences in photographs, charts, school programs, etc., of efforts made by the school health and charitable institutions. Medical inspection systems, open-air schools, athletic programs, care of the blind, feeble-minded and crippled were shown. New York City and Buffalo were especially complete in the scope of their displays.

Sweden and Mexico were the only foreign countries to show by means of textbooks, photographs and statistical charts what they were doing to promote the hygiene of their respective schools.

Some of the other exhibits worth mention were: American Museum of Natural History—charts, photographs and sample displays sent to schools for instruction in hygiene.

Philadelphia—Plans of school buildings, photographs of school clinics, statistical charts.

Toronto, Can.—Charts and photographs.

Boston—Charts showing scope of work done by child-hygiene division of the health department.

Chicago—Charts and photographs.

Oakland and San Francisco—Plans of new schoolhouses, statistics and records.



“Wolff Quality”

Bubbling Fountains and Fixtures are just what you want for your school children. Think of a fountain that is sanitary, fool-proof, and drinkable, and you will always specify “WOLFF.”

Write today for our School Bubbler Catalog.

L. Wolff Manufacturing Co.

BRANCHES

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Omaha, Nebraska
Minneapolis, Minn.
Dallas, Texas
Rochester, New York

MANUFACTURERS OF

PLUMBING GOODS EXCLUSIVELY

The one line that's complete—completely made by one

GENERAL OFFICES

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SHOWROOMS

111 North Dearborn St., Chicago

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St. Louis, Missouri
San Francisco, California
Washington, D. C.
Cincinnati, Ohio
Cleveland, Ohio
Kansas City, Missouri



A most significant section was devoted to a collection of photographs and plans of recent schoolhouses. These included the work of all the well-known leaders in designing schoolhouses.

The open-air school was the subject of one of the most intelligently displayed exhibits in the building. It was arranged by the Elizabeth McCormick Memorial Fund of Chicago and included illustrations of open-air schools in all parts of the United States, samples of furniture and clothing, etc.

Of most lasting benefit to the Congress was the collection of several thousand books and pamphlets on school hygiene shown by Dr. B. F. Dresslar of the United States Bureau of Education, collected from every part of the globe and covering every phase of subject. Interesting too were the school building models which Dr. Dresslar displayed. These are intended to assist country school boards in selecting plans. They are made of card-board, are drawn to scale and are so complete that every detail of arrangement and seating is shown. They are especially prepared with the best hygienic, economical and artistic ideals and practices in mind. They attracted much favorable comment.

Commercial Displays.

The limited number of commercial exhibits were important and proved that the American manufacturers, as much as the school authorities themselves, are promoting hygiene.

Noteworthy were the complete lines of sanitary desks and chairs and cripples' furniture made by the American Seating Company, Chicago.

From the hygienic standpoint the Moulthrop movable school seating, shown by the Langslow, Fowler Co., Rochester, received much favorable comment.

The West Disinfectant Company proved the efficacy of its special school disinfectants by

demonstrating its germicidal qualities upon various bacteria. A new toilet for use in country districts was also exhibited.

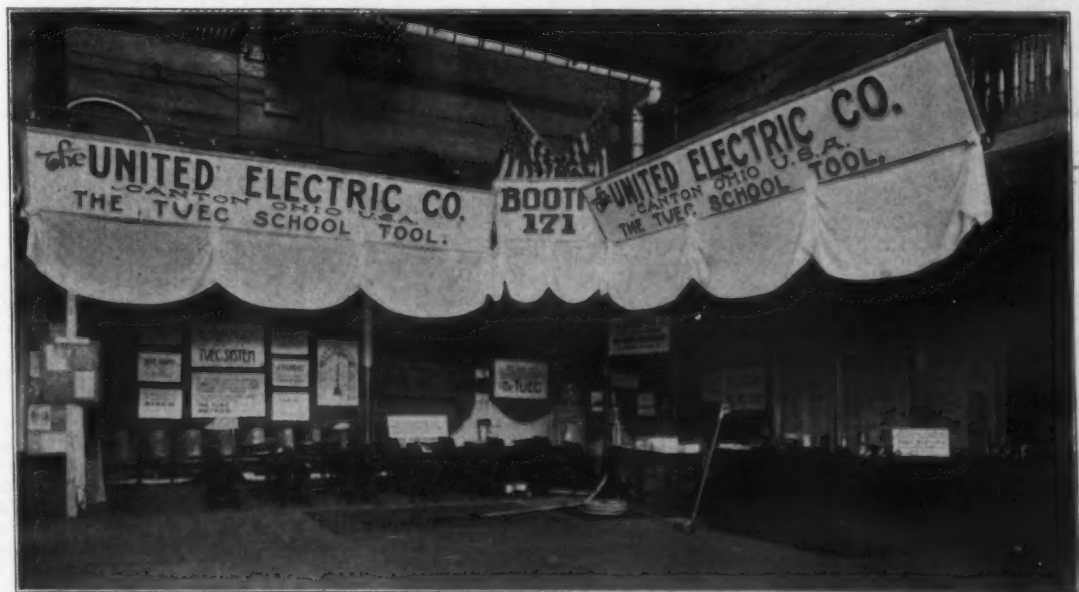
The first demonstration of the “Tuec School Tool” for cleaning schoolrooms by the suction method was made at the Exhibit and attracted much attention. The tool travels down between and under rows of desks by its own power, cleaning as it proceeds. The showing of the tool at Buffalo resulted in the establishment of an agency for all of the Australian public schools and in the sale of several complete “Tuec” equipments for Toronto, Can., and a number of American schools.

Talking machines for playgrounds, social centers and general school use were shown by the Victor Talking Machine Co.

Philadelphia, Pa. An eye dispensary has been established at the Southwark school for the benefit of children in need of treatment. It is believed the new clinic will be able to care for all cases of eye ailment among the children in the district in which it is located.

Columbus, O. The first strictly fresh-air school in the city has been begun by the Society for the Prevention of Tuberculosis and is expected to open this fall. The society provides the building and the expenses of the children attending while the board provides the teacher, supplies and janitor. The cost of the new building is estimated at \$5,000.

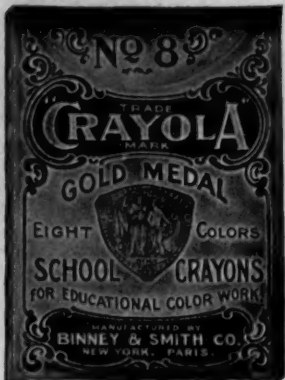
Los Angeles, Cal. Dr. Grant Karr has been re-appointed assistant superintendent of the public schools after his candidacy had been opposed by members of the board of education. It was believed that a woman should be supported for the place.



BOOTH OF THE UNITED ELECTRIC CO., DEMONSTRATING “TUEC SCHOOL TOOL.”

Gold Medal Crayons

For Every Use
KINDERGARTEN CRAYON
Large Hexagonal Sticks.
LECTURERS' CHALKS
White and Colored Square Sticks.



"DUREL" PRESSED CRAYON
Free from gloss.

"CRAYOLA" For General Use
Twenty-four colors. Various sizes.
BLACKBOARD CRAYONS, WHITE
AND COLORS, ETC., ETC.

Send for samples and Catalog.

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Send a Post Card to-day for our
BIG FREE EDUCATIONAL HELPS
Catalog of newest aids for Teachers at lowest prices.
15c. will bring you Lake Erie and Story of Com-
modore Perry. 104 pages illustrated—Maps and
Questions. Every 4th and 5th Grade should read
it in Sept. because of Perry Centennial. Full cloth
25c. Class supplies at 10% discount prepaid.
McMINN & GEAR, 125 Pingree Ave., Detroit

Squires Inkwell Company



Squires No. 3 Inkwell

Undoubtedly our flush top inkwells are the best on the market and much more extensively used than any others. Our No. 3 fits the same size hole as does our No. 8, is finished in bronze, but will nickel when so ordered.

Our No. 12 has a very short neck and extends above the service of the desk only one-half inch. It is made in five sizes to fit holes 1 1/4, 1 1/2, 1 3/4, 1 7/8 and 2 inches. It is provided with a cork stopper having an ornamental composition cap or with rubber stopper, as desired.

See next month's journal for other styles. Write for illustrated circular and prices.



Squires No. 12 Inkwell

Squires Inkwell Co., Pittsburgh, Pa.

The Jacobus Pneumatic Ink-Well

It prevents evaporation—the ink never thickens.
It requires filling but twice a year.

It prevents the pen from taking too much ink,
to smear the fingers, or to drop on
paper, desk or floor.

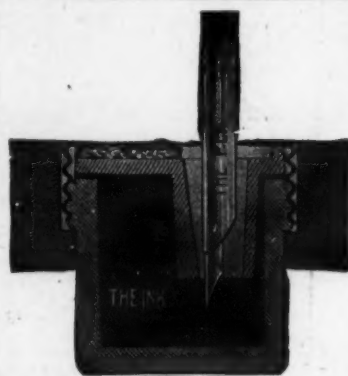
IT GATHERS NO DUST, IS NOISELESS, FLUSH WITH TOP
OF DESK, NOT EASILY BROKEN, AND IS THE MOST
SATISFACTORY AND ECONOMICAL WELL EVER MADE
In purchasing new school desks make the condi-
tion that they shall be supplied with

THE JACOBUS PNEUMATIC INK-WELL

Send for Circular and Prices

JACOBUS PNEUMATIC INK-WELL CO.

16 Exchange Place, N. Y. City



(Patented)

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Orders from Boards of Education, Superintendents, and Principals solicited. Our facilities for promptly and completely filling orders for all kinds of books is unexcelled. Our location in the publishing center of the country enables us to render better service than any other wholesale dealer. Send for "School Book Catalogue" and "Library Catalogue." Quotations and Bids on Contracts Furnished Promptly.

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33-37 East 17th St., New York City, N. Y.

SHORTHAND IN THE

NATION'S CAPITAL

For 24 consecutive years

BARNES' SHORTHAND

Has been ordered for the

WASHINGTON BUSINESS HIGH SCHOOL

Among others ordering year after year, including the coming year, are the four Duff's Colleges, of Pennsylvania; Lynn, Mass., H. S.; Olmstead's Select Shorthand School, Hartford, Conn.; Christian Bros. Bureau of Supplies, Oakland, Calif.; State Normal, Indiana, Pa.; Haskell Inst. (U. S. Gov. School), Lawrence, Kans.; Emporia, Kans., Bus. College; Sheboygan, Wis., H. S. Why do they do it?

Is your school among them? If not, be one of the many new ones. Last month's offer is still good. Write today.

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ARTHUR J. ST. LOUIS, MO.

SILICATE VENEER PLATE
BLACK BOARD

If there is anything on earth that will please you, it is Silicate goods. Used constantly thirty-nine years in all the public schools in New York, and all the principal Boards of Education in the large cities. We guarantee every shipment. They are the best made goods. Send for our illustrated catalog.

Manufactured only by the

N. Y. Silicate Book Slate Co.
20-22-24 Vesey St., New York

COMING CONVENTIONS.

Oct. 9-10. Upper Peninsula (Michigan) Education Association at Ishpeming. J. A. Lautner, Marquette, secy.

Oct. 19-25. National Society for the Promotion of Industrial Education at Grand Rapids. C. A. Prosser, New York, N. Y., secy.

Oct. 24. New Hampshire Teachers' Association at Concord. Helen Buck, secy.

Oct. 24. Connecticut Teachers' Association at Hartford and New Haven. S. P. Willard, Colchester, secy.

Oct. 29-Nov. 1. Washington Educational Association at Spokane. O. C. Whitney, Tacoma, secy.

Oct. 30-31. Maine Teachers' Association at Bangor. H. A. Allen, Augusta, secy.

Oct. 30-Nov. 1. Southern Education Association at Nashville, Tenn. W. F. Eagan, Montgomery, Ala., secy.

Oct. 30-Nov. 1. Rhode Island Institute of Instruction at Providence. J. F. Deering, Arctic, secy.

Nov. 5. Nebraska Superintendents and Principals' Association at Omaha. Clare Mackin, Omaha, secy.

Nov. 5-7. North Dakota Teachers' Association at Fargo. W. E. Parsons, Bismarck, secy.

Nov. 5-7. Nebraska Teachers' Association at Omaha. J. E. Delzell, Lincoln, pres.

Nov. 5-7. Northcentral Indiana Superintendents' Association at Frankfort. E. J. Llewellyn, Mt. Vernon, secy.

Nov. 6-8. Missouri Teachers' Association at St. Louis. E. M. Carter, Cape Girardeau, secy.

Nov. 6-8. Wisconsin Teachers' Association at Milwaukee. John Callahan, Menasha, secy.

Nov. 6-8. Southern Minnesota Teachers' Association at Mankato. Emma O'Donnell, Mankato, secy.

Nov. 6-7. Kansas Association of Mathematics Teachers at Topeka. Eleanor Harris, secy.

Nov. 6-7. Kansas Teachers' Association at Topeka. W. S. Heusner, Junction City, pres.

Nov. 6-7. Northern Illinois Teachers' Association (eastern and western section) at Oak Park. S. F. Parsons, DeKalb, secy.

Nov. 7. Kansas History Teachers' Association at Topeka. Raymond Taylor, Manhattan, secy.

Nov. 14. New England Association of School Superintendents at Boston. Valentine Almy, secy.

Nov. 24-25. Colorado Teachers' Association at Pueblo. W. W. Remington, Denver, secy.

Nov. 24-26. New Mexico Educational Association at Albuquerque. R. F. Asplund, Santa Fe, secy.

Nov. 26-28. Missouri Colored Teachers' Association at Jefferson City. B. F. Allen, Jefferson City, pres.

Nov. 27. Missouri Society of Teachers of Mathematics and Science at St. Louis. L. D. Ames, Columbia, secy.

Nov. 27-28. Southern Oklahoma Teachers' Association at Clinton. Nell Snider, Weatherford, secy.

Nov. 27-29. National Council of Teachers of English at Chicago, Ill. James F. Hoscic, Chicago, secy.

Nov. 27-29. Tennessee Teachers' Association at Nashville. P. L. Harned, Clarksville, secy.

Nov. 28. Western Ohio Superintendents' Round Table at Dayton. F. M. Reynolds, Cedarville, pres.

Nov. 4-6. Arizona State Teachers' Association at Phoenix. C. A. Goggin, pres.

Nov. 6-8. Indiana Town and City Superintendents' Association at Indianapolis. L. E. Kelley, Montpelier, secy.

OUT OF THE DAY'S WORK.

Fire Drill Cards for High School.

"Safety First" is a principle in modern industry which has been impressed upon employers of labor as most profitable. In schools it should be one of the leading considerations not only in the construction of buildings, but also in their operation and daily use.

The Joliet Township High School is a fireproof building, which contains a minimum of inflammable furniture and material. Still, the very remote possibility of a minor conflagration which would certainly not endanger the building, but which might produce a panic, has been provided for by the school authorities. A safety notice, of which a small reproduction is presented on this page, has been prepared and has been tacked up in every corridor of the building. The school

Joliet Township High School SAFETY NOTICE

The fire alarm is indicated by one long ring followed by two short rings of the gongs in the building. Whenever such a signal is given, the teacher in any room at that time shall immediately take the pupils two by two by an orderly march from the building into the street. Marching order must be maintained from the beginning until the return to the place from which the pupil started. The order of return to the building shall be the same as the order in exit. Quiet, rapid, orderly procedure must be maintained by the teacher in charge of the group, large or small.

At such signal, all pupils on the fourth floor and such pupils as at that time may be in rooms 8, 9, 10, 11, 36, 37, 38, 58, 59, 60 and 61, shall pass out and in through the south entrance. Other rooms in the west end of the building and not designated above shall pass out and in through the west entrance. Other rooms not designated above at the east end of the building, shall pass out and in through the east entrance.

All teachers are required to call attention to this notice, to see that it is kept in plain sight, and to be responsible for the enforcement of the Safety Regulation for a period of at least thirty minutes per month.

Signed,
J. STANLEY BROWN,
Superintendent.

March 21, 1913.

conducts monthly fire drills which have been carefully worked out so as to reduce the time-limit to less than one minute. The card is most suggestive for school authorities in arranging fire drills.

The school authorities of Sioux City, Ia., have introduced a new idea in teaching the English course in the grades. Between each chapter and at various places in the English textbook used by the teachers, tissue sheets are inserted upon which are printed directions for the help of the teachers. It is believed that the instructions will make for uniformity in the schools.

Worcester, Mass. The school board has authorized the superintendent and the committees on teachers and health to open a fresh-air school provided a sufficient number of children are found in need of such treatment.

"McIntosh Lanterns are Honest Lanterns"



The
Miopticon
is the
Ideal
Classroom
Lantern

There are several reasons for this, but they are summed up briefly in:

Efficiency—Scientific and optical perfection which insures the best and most perfect pictures on the screen—sharp—clear—brilliant.

Quality—Absolute mechanical perfection, guaranteed material and construction.

Utility—Ease of operation, simplicity, accessibility of working parts. The Miopticon is always ready to operate and never fails at the critical moment. Attaches to the ordinary incandescent socket.

It will be sent on approval, if your supply store can't furnish it. Its low cost puts it in the reach of every school.

Specify the Miopticon in your requisition for Fall Supplies.

Write for A Booklet. Just send a postal to

427 Atlas Block **McINTOSH STEREOPTICON COMPANY** Chicago



That "Tannewitz"
Flush Top All-Steel Inkwell

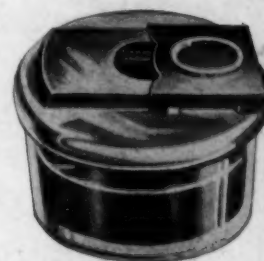
5 years on the market. 2,000,000 in use. Best for school desks because unbreakable, cannot be removed from the desk and will not push thru the hole. Features are patented and used by us exclusively. Avoid imitations. Look for the name "Tannewitz." Sample free.

The Tannewitz Works
GRAND RAPIDS, MICH.

You Are To Be The Judge
In This Case



Pat. Dec. 12, '05.
Pat. Jan. 10, '06



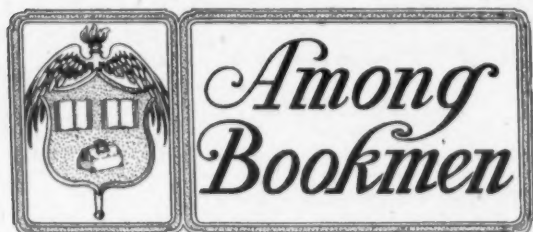
Pat. Nov. 14, '11

Write for our free samples, and hand down your DECISION in the way of an order. Non-evaporating, dust-proof and noiseless; no hinges to break or corks to lose.

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U. S. INKWELL CO.

Des Moines, Iowa



*Among
Bookmen*

HE WAS REMINDED.

In discussing the evils of the equal exchange system in textbook adoptions, Mr. O. J. Laylander of Ginn & Company recently said:

"This exchange plan reminds me irresistibly of an occurrence in the town of Riverton in Iowa many years ago.

"A circus visited Riverton one hot July day, and the farmers from the whole county came to see the show. In the crowded tent the performance went on in true circus fashion and in a corner of the field there was a typical side show.

"Along near four o'clock, the sky clouded over suddenly and a terrific thunder storm struck the town. The circus tent was blown down and nearly sixty people were injured.

"Since then, when the circus comes to Riverton, those who had been injured by the falling tent have been admitted free. That storm happened more than thirty years ago, yet year by year the injured get in on passes.

"This year, I understand, of the entire sixty injured, only 159 were to see the show."

Among Bookmen.

Mr. W. R. Norris, who represents Atkinson, Mentzer & Company in Montana, spent the spring and early summer months in an extended trip through Kansas, Colorado, Utah and Oregon.

Mr. A. L. McLaughlin, Lincoln, Neb., has accepted the Nebraska agency for the Educational Department of E. P. Dutton & Company. He was for some years associated with D. C. Heath & Co.

Mr. O. P. Keller who has represented the Macmillan Co., in Missouri for several years has

been transferred to the Kentucky territory. He resides at 555 West Second St., Lexington, Ky.

Mr. N. C. Heany represents the Christopher Sower Co., in western Pennsylvania, eastern Ohio, and West Virginia. Since February he has had associated with him Mr. Grant Norris formerly superintendent of schools at Braddock, Pa. Mr. Norris is an experienced schoolman and has a wide acquaintance in Pennsylvania and Ohio. He has been particularly successful in pushing the Christopher Sower books.

Mr. F. E. Baker who covered the state of Michigan for Henry Holt & Company, is now engaged in business in Springfield, Ill.

Mr. H. T. Powers who was formerly with D. C. Heath & Company, is connected with the advertising department of the Boston "American."

THE CHILDREN'S SAFETY CRUSADE IN NEW YORK.

(Concluded from Page 8)

In some of the schools the lectures and safety stories were used as a basis for composition work. In one school the leaflet was translated into Italian for the benefit of the grown-up members of the families at home.

In Kindergartens and High Schools.

In a certain Brooklyn kindergarten, a game called the "safety" game was instituted as a result of the talk on street dangers. The children are delighted with this game and play it with great zest. Four children assume the role of the "trolley car" supposed to be running in the middle of the street, while their playmates "look up the street and down the street" before attempting to cross. The action of the game and the chanting of the cautions in the sing-song fashion of the kindergarten have impressed the safety rules upon the plastic minds of the little ones in a manner not easy to eradicate.

The Commercial High School of Brooklyn was reached late in the season, in fact after the examinations were concluded and attendance was no longer compulsory. So great was the

interest in the subject of safety, however, that, out of an enrollment of 2,200 fully 1,500 of the pupils voluntarily came back to hear the lecture and to see the demonstrations. In this case, no restrictions as to time were imposed and the lecturer was at liberty to enlarge upon the theme of safety with special reference to accident prevention in the industrial world which these children are about to enter.

For the cumulative effect of a concerted effort to drive home a lesson of safety and caution to every child in greater New York the suggestion was made in March last by Mr. Arthur Williams, President of The American Museum of Safety, that every school teacher in the city should deliver a safety talk on the same day and at the same hour, in the classrooms.

Mr. Williams' idea met with cordial response from the board of education, as attested by this letter from its superintendent:

500 Park Avenue, March 7, 1913.

Mr. Arthur Williams,
President The American Museum of Safety,
29 West 39th Street, Manhattan.

Dear Sir:—

The Committee on Elementary Schools and the Board of Superintendents have approved your suggestion that on the same day and at the same hour in every public school in this city each teacher shall give a talk on "Safety".

"Safety" Day.

The Board of Superintendents has selected April 4th, at two o'clock as the time when these lectures shall be delivered, and I have been requested to notify the principals of the schools to this effect, and to transmit with the letter of notification the text of the lecture.

(Signed) WILLIAM H. MAXWELL,
Chairman Board of Superintendents.

Mr. A. A. Anderson, Chairman of the Museum's Educational Section, had a reading lecture prepared, entitled "Safety and Caution", as a suggestion for the teachers to read to their classes, or to assimilate as a basis for talks to

WHEN IT'S 10° BELOW ZERO



your pupils will want water all the same.

The Murdock Bubble-Font

is the only obtainable Drinking Fountain that will not freeze.

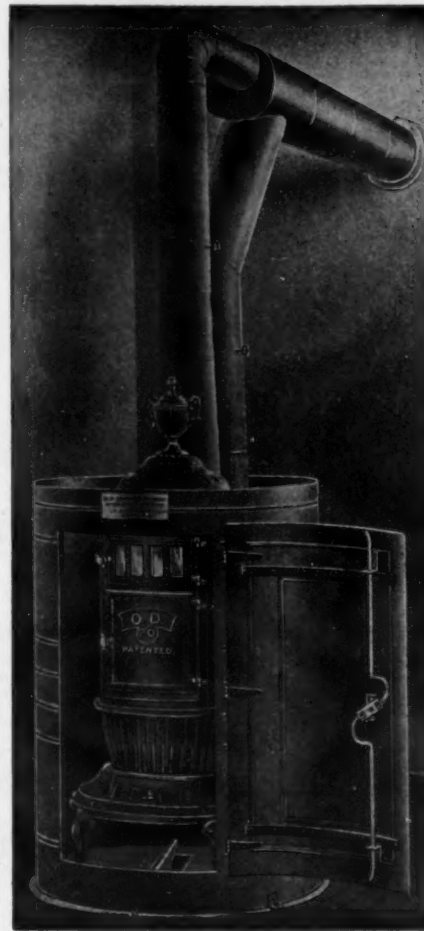
Every Doctor will tell you "The place for School Drinking Fountains is in the yard."

Supply your school yard with a Fountain that works twelve (12) months in the year and not only May and June—September and October.

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THE MURDOCK MFG. & SUPPLY CO.
CINCINNATI, OHIO

Old Dominion Patent Heating and Ventilating System



**Minimum Cost---
Maximum Results**

"The Spirit of Progress"

is exemplified in the Nation Wide Movement for better and more sanitary heating and ventilating of our schools, particularly in rural districts. The OLD DOMINION PATENT HEATING AND VENTILATING SYSTEM IS DAILY GROWING IN DEMAND in every State in the Union. Why?

It does not re-heat and circulate the foul air in the room.

It warms the room with pure fresh air and combines a duct or pipe to exhaust the vitiated or foul air. No other system does this.

It does not require a separate independent foul air flue of brick or metal as all other systems do.

It is simple, easy to set up, and easy to regulate. All other systems are complicated.

It does not clog with soot and rot out, requiring expensive experts to repair; other systems do.

It draws the foul or vitiated air from the floor of room by a syphon suction combined with the heater; no other system can do or does do this.

It is the cheapest of all heating and ventilating systems, because it combines heater, ventilating drum, ventilating mat, stove pipe and foul air pipe or duct. Pipe furnished free five feet from center of heater, additional lengths of large pipe, 50c per foot. All other systems require expensive independent foul air flues or ducts, either metal, brick or stone.

Send for descriptive catalog

VIRGINIA SCHOOL SUPPLY COMPANY
No. 18 South Ninth Street, Richmond, Virginia

the pupils. No particular anecdotes were added, as it was thought each teacher would recall many an illustrative fact which could be used in re-inforcing a special point in the text.

The practical result of this concentrated effort was that about 18,000 teachers were supplied with the leaflets and nearly 800,000 school children were reached simultaneously in the safety talk on April 4th, 1913, designated as "Safety Day".

One extension of the safety crusade was the organization of a safety patrol in Public School 159, Brooklyn.

Safety Patrols.

This patrol consists of twelve boys from the upper grades selected by the principal, whose duty it will be to guard the smaller children from danger at the street crossings near the school. It will be their task to post themselves at the crossings before and after school and see that the little ones get safely across. They will have a roving commission, and in addition to their duty at the street crossings will look out for the safety of the children while at play.

Every safety patrol will have a sergeant, probably elected by the other boys on the patrol, who will serve for one month. The members will wear special badges of bronze and enamel provided by The American Museum of Safety. The sergeant will be required to send a stated report on the work of his patrol to the Museum, where a "blotter" will be kept of all the happenings and typical cases will be printed in the Bulletin of the Museum.

Our lecturers report that without exception the children have been eagerly interested and enthusiastic. To the older boys and girls, especially those about to leave school and go to work, emphasis was laid on industrial safety, and they have never failed to show an intelligent interest in the subject. Frequently, the

boys have sought the lecturers after the safety talk, or at the noon recess, for additional information.

The buttons and leaflets have done much to emphasize the meaning of the crusade. The small children especially have awaited with impatience the time for the distribution of the Safety League buttons.

Safety Buttons and Pamphlets.

There was some doubt as to the reception that would be accorded the buttons by the high-school pupils, some of the teachers thinking that the older boys and girls would probably take the buttons as a joke. However, the real significance of the safety crusade was pointed out to them and they were asked to accept the buttons not for their intrinsic value but for their real value as reminders of the possibilities of this life-saving work. It has since been learned that the boys and girls have taken the buttons eagerly and are now wearing them.

The Brooklyn Rapid Transit Company solicited for the street safety of the children of Brooklyn generously co-operated with the Museum in the Children's Crusade by providing the funds for 300,000 Safety League Buttons, 600,000 safety story leaflets, badges for the principals and the safety patrols and the special reading lecture, to which reference has been made. In addition, they provided ten small model trolley cars for demonstration use by the lecturers and a delivery wagon for taking the exhibits from school to school. Safety posters were conspicuously displayed in all of the cars operated by the Brooklyn Rapid Transit.

A set of practical rules is incorporated in all of the safety pamphlets, and while these rules are presented to the children first, they are equally applicable to their older brothers and sisters and their parents.

NEVER jump on or off a moving car.

NEVER stand or sit on the car step; nor put your head or hands out of the car window.

NEVER get off a car facing the rear; with the left hand, take hold of the grip handle; left foot to the step, right foot to the ground; face forward.

NEVER fall, on leaving a car to look out for passing wagons and automobiles.

NEVER run in front of a passing car.

ALWAYS in passing behind a car, look to see if another car, automobile or wagon is coming from the opposite direction.

NEVER "hitch on" or steal rides behind street cars and wagons.

NEVER play on the car tracks.

ALWAYS look both ways before crossing the street.

NEVER cross a street except at a regular crossing.

NEVER take chances. ALWAYS SAFETY.

The Brooklyn Transit company is undertaking this important work because it feels that if the operation of its lines is to attain that freedom from accidents which the company and all its employees are constantly striving to accomplish, the attention of the public must be directed to the accident danger quite as sharply as the attention of the employees.

In Manhattan, the Consolidated Gas Company contributed funds and provided a wagon with an attendant for the delivery of exhibits among the schools.

The Results.

In Manhattan, 113 schools were reached, the great majority of which were below 14th Street. In Brooklyn, all the public schools were reached except Public School 35 which it was impossible to visit on account of new building or structural changes. Summarizing the results:

	Public	Parochial	Children's	
	Schools	Schools	Aid Schools	Total
Manhattan	82	17	14	113
Brooklyn	170	19	..	189
Totals	252	36	14	302

Are you violating your State law on the question of the Public Drinking Cup?

If you have no State law possibly your State Board of Health has ruled, etc., etc., against the common drinking cup. At any rate—

NELSON BUBBLER HEADS

can be secured for any fixtures on a few hours' notice. Don't open school without them.

Write any office today---rush.



N. O. Nelson Mfg. Co.
Edwardsville, Ill.

St. Louis, Mo.

BRANCHES:

SAN FRANCISCO, CAL. SALT LAKE CITY, UTAH
LOS ANGELES, CAL. MEMPHIS, TENN.
PUEBLO, COLO. HOUSTON, TEX.

The Museum feels that great credit for the success of the Safety Crusade is due to the personal and total co-operation of principals and lecturers. Almost without exception they have expressed their belief in the work, recognizing the re-inforcement it will bring to their own efforts to induce their pupils to think for caution and safety.

The results of The American Museum's crusade have demonstrated conclusively that the children will respond to this appeal that they too must do their share in the prevention of street accidents by exercising caution and self-control, two important elements in character building.

SCHOOL ACCOUNTING.

(Concluded from Page 20)

The question of supplies offers a loop-hole for innumerable leaks. Leaks in any system should be sought for, and when discovered should be remedied at once. There is probably more chance for leaks in furnishing supplies than in any other department. To control this, all supplies should be entered in a "Supply Book" immediately upon receipt of the goods. Furthermore, each school and department should have a separate account showing the amount of supplies furnished them. Before any goods are delivered to any department or school, a requisition from someone authorized to make it should be in the hands of the business office. Suppose the requisition is to come from the Deming School and calls for chalk, pencils, ink, etc. In our stock-book we would turn to the Deming School account. This stock-book is ruled to provide a certain number of deliveries each month. We find that in the preceding months, among other things, the Deming School has been supplied with chalk, pencils, ink, etc.

All that is necessary then, is to enter in the proper column of the present month, the amount of each item to be delivered. At the end of the year the totals of the different columns will give the total amount of each article delivered. The total of each separate column for each school or department will give the total amount of any particular item delivered for the year. At the end of the fiscal year the total of the inventory, which should be taken at the beginning of the inventory, plus the amount bought, less the amount supplied to the different departments or schools, should give the correct inventory for the commencement of the next year.

Handling Labor.

Quite frequently a number of men, employed by the day or month, as the case may be, are under the charge of the business office. As it is impossible to personally superintend all the work, such as electrical work, carpenter work, minor repairs, plumbing, etc., it is necessary that some system be devised whereby the office may check up on all work done. To do this we use a time card showing first, the name of the person doing the work, second, the place where the work was done, third, the place where the worker left to go to the place where the work is to be done, fourth, the time it takes to go, from the place the worker starts, to the place where he does the work, and fifth, the amount of time it takes to do the work, and tools broken on the job. If some supplies are required to do the job the order must come from the business office and go to the stock room and the goods delivered to the one doing the work.

Whatever may be the system of accounting it should be carried out faithfully; if this were done there would be fewer defalcations. There is no way in which dishonesty can be practiced

without detection, it cannot be covered up by manipulating the accounts. Loose, indifferent methods makes the one keeping them liable to suspicion and so I wish to emphasize the importance of keeping them properly. Do not be lazy but insist on each day's work being performed at the proper time. Laziness rather than incompetency is the cause of disorder in public offices. Do not be afraid of work, give full measure and insist on all in the department doing the same.

Do not depend on the bank to keep the bank account; require them to balance the bank books at the end of each month and keep a list of unpaid accounts. By doing this any discrepancy between office accounts and the bank account can be discovered at once and corrected.

It has been my purpose in this article to show the value of Exhibit Ledgers in school accounting and to emphasize the value of the personality of a school accountant in relation to such work; his keen sense of order and system; his sound business judgment and tact; his power of initiative and fibre of completeness constitute an accounting system of value.

The city health officer of Canton, O., has requested that teachers in the public schools acquaint themselves with the symptoms and some of the details of communicable diseases and with preventive measures against the spread of such diseases.

The health officer urges that teachers promptly send children to their homes after they have been convinced that symptoms of a contagious disease exist.

The suggestions were made on the assertion that a great majority of cases of contagious diseases are found among school children. It is believed that the work of the teachers in this direction is very important in that they have it in their power to assist in the reduction of contagious disease in the city.



Cornell Sectional Buildings

Complete Painted Ready to Set Up

Garages, Stores, Churches, Schoolhouses, Playhouses, Studios, Cottages, etc. Built in sections, convenient for handling and are quickly and easily erected simply by bolting sections together. Skilled labor is not necessary to set them up, as all sections are numbered and everything fits. Built of first class material in the largest and best portable house factory in America. Buildings are substantial and as durable as if built on the ground by local contractors. Are handsomer and COST MUCH LESS. We build houses to meet every requirement. We pay freight. Art catalog by mail on receipt of 4c. stamps.

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IF YOU NEED PORTABLE SCHOOL BUILDINGS

WHY NOT GET THE BEST?

OUR school houses are in use by School Boards in twenty-one States and Territories. They have double walls, thoroughly insulated, are well ventilated, dry, warm and sanitary. Are SECTIONAL and PORTABLE: Can furnish record and locations of several that have been moved and re-erected seven and eight times each. Any size: Open air and two rooms when desired.

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16 Years in the Business



M & M PORTABLE READY-BUILT BUILDINGS

Complete Ready To Set On The Foundation

Our rapidly growing cities and towns with restricted school revenues find it difficult to build new school houses fast enough to keep up with the demand made by the increase in population. ON SHORT NOTICE and at a VERY SMALL COST, we are furnishing many of the different towns and cities in the United States with our PORTABLE READY BUILT SCHOOL HOUSES with seating capacity 50 to 250. When shipped from our factory, they are ready built and complete, ready to set on the foundation. No carpenter work of any kind to be done to them as every piece is finished and fitted. We send a printed illustrated instruction sheet for erecting the school houses and attached to same is a floor plan on which all of the parts are numbered and those in the packages numbered to correspond with those shown on the floor plan. When erected, they are as strong and substantial in every way as if built by a local carpenter, day work. They are thoroughly ventilated and all of the windows arranged so as to give perfect light. WE GUARANTEE ENTIRE SATISFACTION. We will be pleased to furnish names of the different towns and cities now using them. Write and let us send you a blue print and full detailed information.

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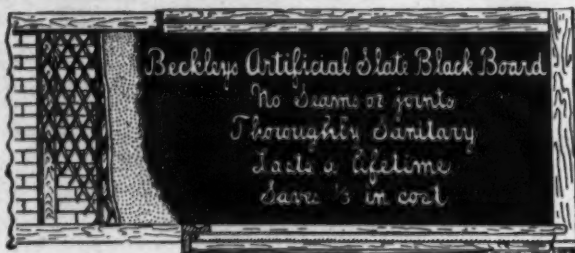
FOR MODERN SCHOOLS

Ground Slate, Steel and Cement, applied with a trowel on a base-coat of hard plaster makes a Solid Concrete Slate Surface without seam or joint, last as long as the building, is fire proof, is not injured by washing, and is

Thoroughly Clean and Sanitary

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312 W. Randolph St. CHICAGO

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KANSAS CITY SCENIC CO.

2331-33-35-37 Grand Ave.

KANSAS CITY, MO.

THE COLUMBIA COUNTY TRAINING SCHOOL.

The development of the country school in Wisconsin has made necessary the designing and construction of a type of school building to be found in no other state in the Union. These schools, of which a dozen have been erected during the past three or four years, are intended to offer a normal course for young women and men who intend to enter the teaching service in the country schools. In some instances they also include agricultural and domestic science courses, particularly in counties in which the township high schools have not developed sufficiently to be accessible to the greater portion of the rural population.

One of the best county training schools in Wisconsin is located at Columbus and serves the county of Columbia. The building is in the Jacobean style of architecture, built of paving brick and Bedford stone trimmings. All of the interior walls are of brick and the floors are of slow-burning mill construction, with fire stops at all danger points.

The basement contains a large playroom which may be utilized for gymnasium purposes. There are also in the basement a lunchroom and a workroom and space for the heating apparatus and toilet rooms.

On the first floor is a model department which has a seating capacity for one hundred pupils. There are also three recitation rooms on this floor and a laboratory for agricultural

purposes, an apparatus room and an administrative office.

The upper floor is occupied by the training school proper. It includes an office, assembly hall and three recitation rooms. A library alcove adjoins the assembly hall so that it is easily accessible for reference work at all times.

While the seating capacity of the assembly hall is 133, the building affords space for 100 pupils who may be preparing themselves for teaching positions.

The interior finish of the building is of the best. All of the wood trim is oak and the floors throughout are hard maple. The halls and the stairways are of oak with maple treads. All of the rooms are plastered and are equipped with adjustable seats and desks.

The building is heated with a steam-blast system having a motor-driven fan and automatic temperature regulation. The severity of the northern Wisconsin climate makes direct heating an absolute necessity in school buildings and the Columbia County building is equipped with fifty per cent direct radiation.

The building was planned and erected under the supervision of Messrs. Parkinson & Dockendorff, La Crosse, who have made a specialty of this work and have designed the most successful country agricultural training schools in the state. The building cost \$25,000.

TEACHERS' SUPERVISORY COUNCILS.

(Concluded from Page 10)

mischievous. Its success depends not only on the attitude of the superintendent and the school

board, but even more on the attitude of the teachers. They may mar it by forgetting that democracy implies duties and responsibilities as well as rights and privileges. A few self-seekers may run the whole system into the ground.

Democracy is no one-sided affair; it has both social and personal aspects. On the personal side it means opportunity for influence and initiative, but this must be guided by scientific insight—a no mean responsibility—and balanced by a sympathetic appreciation of the rights of one's co-workers and the good of the social group.

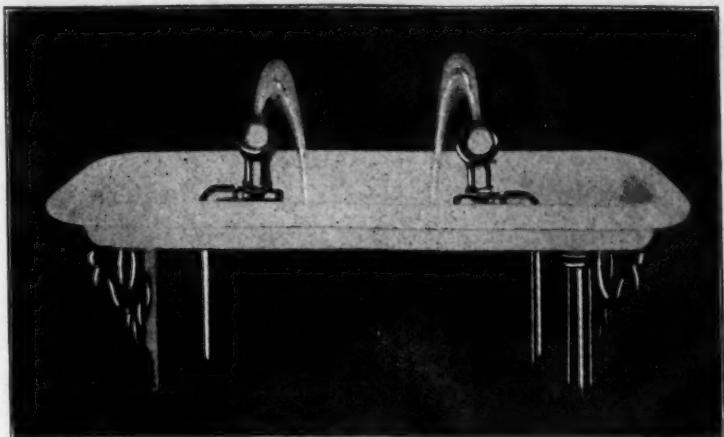
The rights of one's co-workers and the efficiency of the system are obtained and conserved through organization, and this implies the due subordination and circumscription of individuals. Respect for authority and recognition of the rights of others are not eliminated by democracy.

But with these warnings in mind, the application of the principle of democracy in educational control should be productive of much good. It should attract to the teacher's calling young people of pride and initiative and it should bring out their best endeavors when in service.

Waynesboro, Pa. The school board has introduced domestic science and manual training in the public schools.

Grand Island, Neb. Domestic science and manual training have been added to the course of study in the high school.

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Are Self-Regulating, Sanitary, Economical,
Non-Squirting and Filtered

THE MAHONEY IS MADE IN FIVE STYLES
AND TO FIT ANY SERVICE

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PORTLAND, MAINE

SEPTEMBER IS PLENTY OF TIME



to install this fountain. Note its simplicity.

This is another of our famous
"Corridor" fountains.

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AFTER THE MOST RIGID Competitive Tests THE CLOW MADDEN PATENT Bubble Fountains

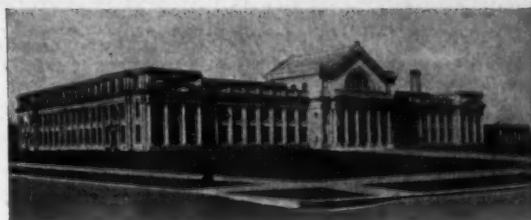
were adopted by the following well known
institutions—and by many others



R-735



R-703



The Clow R-703 is installed in the new Nicholas Senn
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University of Kansas, Lawrence	Chicago Boulevards
University of Washington, Seattle	Chicago Parks
Denver, Colorado Schools	Public Park Board, Winnipeg
Cleveland, Ohio Schools	State Hospital, St. Peter, Minn.
Jackson, Mich., Schools	Buhl Memorial Hospital, Detroit
Los Angeles, Calif., Schools	St. Joseph Hospital, Ft. Wayne
Seattle, Wash., Schools	Robt. E. Long Hospital,
Peoria, Illinois Schools	Indianapolis
Akron, Ohio Schools	City and County Hospital, St. Paul
Gary, Ind., Schools	Methodist Hospital, Des Moines
City of Cleveland	Michigan Central Railroad Sta-
City of Detroit	tions and Shops
City of Toledo	Washington and Manual Training
City of Kalamazoo	School, Duluth
Marshall Field & Co., Chicago	Victor Talking Machine Co.,
Carson, Pirie, Scott & Co., Chicago	Camden, N. J.
Hart, Schaffner & Marx, Chicago	The Northern Trust Co., Chicago
Sears, Roebuck & Co., Chicago	Goodyear Tire and Rubber Co.,
Rand McNally & Co., Chicago	Akron, Ohio
General Electric Co., Schenectady	Parliament Buildings, Edmonton,
Western Electric Co., Chicago	Alberta, Canada
Chicago Hebrew Institute, Chicago	National Home for Disabled Vol-
Field Museum, Chicago	unteer Soldiers,
International Harvester Co.	Hot Springs, S. Dak.

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Designing and Installation of

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Our clients remain our friends. New clients are being secured every day. We think this is because we do the very best we can, in the most thorough way.



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Full particulars in an illustrated Manual on Sewage Disposal sent FREE on application

Ashley House-Sewage Disposal Co., **MORGAN PARK, CHICAGO**

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School House Architects

Carthage, Illinois

Special attention given to the proper lighting, heating and ventilation of schools. Correspondence solicited anywhere.

A handsome book of School Houses ranging from one room up (perspectives and floor plans) will be sent to School Committees that are interested in the erection of buildings for which plans have not been procured.



ALABAMA.

Birmingham—The Tennessee Coal, Iron and Railroad Company will erect a school at Edgewater Mine. Cost, \$9,000.

Mobile—The city commissioners are receiving competitive plans for three 2-story school buildings, to cost \$15,000, \$25,000 and \$30,000 respectively.

ARIZONA.

Globe—Archts. Lescher & Kibbey, Phoenix, are preparing plans for 2-story concrete school. Bonds, \$65,000, have been voted.

Bisbee—Bids received August 18 for high school. F. C. Bledsoe, secy. Dist. No. 2. Cost not to exceed \$60,000.

ARKANSAS.

Stephens—The school board has voted to build a new school at a cost of \$10,000.

CALIFORNIA.

Los Angeles—Bids received August 11 for erection of 2-story brick and concrete school. B. F. Elliott, clk., board of trustees of Owensmouth school district.

Banning—Archts. Tuttle & Hopkins, Los Angeles, have plans in progress for the erection of a one-story high school. Cost, \$23,000.

Bakersfield—Bids have been received for the erection of a 4-room school in Beardsley district. J. M. McIntosh, clk.; J. M. Saffell, Archt.

Fresno—Bids have been received for erection of school. F. F. Eaton, clk., Burrell district; Stewart & Glass, Archts.

Glendale—The citizens have voted to issue \$100,000 in bonds for the erection of school buildings.

Suisun City—Bonds in the amount of \$70,000 have been sold by the Armijo district, with which it is intended to erect a new school.

Pomona—Archts. Paul Higgs will prepare plans for 3-room grammar school in the south-eastern section.

Longbeach—Archts. A. Burnside Sturges, Los Angeles, has plans in progress for three schools to cost \$65,000, \$30,000 and \$30,000 respectively. Del Rosa—Contract has been let for new school. A. Belmer, Archt.

CONNECTICUT.

Hartford—Archts. Whiton & McMahon have plans for 3-story school for St. Peter's Church. Rev. F. F. McAloney, pastor. Cost, \$125,000.

Bristol—The building committee of the city council will shortly go over plans for the new building which is proposed on Park Street.

DELAWARE.

Wilmington—T. F. O'Donnell, member of the school board, is receiving bids for the erection of Schools Nos. 1 and 11. E. L. Rice & Co., Archts. Cost, \$5,000.

DIST. OF COLUMBIA.

Washington—Bids are being received for addition to school, Immaculate Convent at Tennytown. Milburn, Helster & Co., Archts., Washington.

Washington—Bids are being received for addition to school. Prof. Hodgkins, George Washington University. Cost, \$3,000.

FLORIDA.

Tampa—Bids received for the erection of schools in East Tampa school district, Hillsboro county.

St. Petersburg—Two 4-room and one 8-room school will be erected by Special School Tax District No. 3. A. F. Thomasson, Cost, \$60,000.

Auburndale—The city will erect a 6-room school with auditorium. J. H. McLain, clk. Cost, \$13,500.

Fort Myers—The school board will erect a grammar school.

GEORGIA.

Thomasville—The board of education has petitioned the city council for an election to vote a bond issue of \$65,000 for schools.

Albany—The city has voted bonds, \$40,000, for the erection of a school. Address the Mayor.

St. Marys—Bids received about August 14 for school building. J. R. Bachlott; J. F. Hughes, city clerk.

IDAHO.

Idaho—Bonds, \$15,000, have been voted for new school.

ILLINOIS.

Joliet—Archts. C. L. Wallace has plans in progress for 12-room school, St. Joseph's congregation. Cost, \$40,000.

Evanston—Proposals received August 11 for schools on Ridge Ave. F. W. Nichols, secy. Dist. No. 76. Perkins, Fellows & Hamilton, Archts., Chicago.

Oakwood—Bids received July 31 for 8-room school. L. Stuebe, Archt., Danville; S. Saylor, secy, school district.

Sandoval—Figures received July 31 for 8-room school. Spencer & Temple, Archts., Champaign. E. Furnell, secy.

East St. Louis—Archts. A. B. Frankel will prepare sketches for two schools. Cost, \$12,000 each.

Moline—Bids received July 29 for 4-room school at Fairview (South Moline). J. Stewart, secy., Dist. No. 45; Eckland & DeArment, Archts.

Pontiac—Bids received July 22 for school. R. A. Young, Archt.; Owner, School Dist. No. 153.

Morgan Park—A bond issue of \$45,000 has been authorized.

Chicago—Figures are being received for Jungman school (assembly hall and gymnasium). A. F. Hussander, Archt.

Westville—Bids will be received for 12-room addition to school. L. Stuebe, Archt., Danville; A. Lete, secy. Bids received August 6 for 4-room school.

Decatur—Bids will be received for 2-story West End school. R. Montgomery, secy.; Brooks & Bramhall, Archts., Decatur. Cost, \$50,000. Bids will be received for 2-story Wood Street school. Cost, \$50,000.

Georgetown—Archts. L. Stuebe, Danville, has plans for 2-story high school. Dr. Fletcher, secy. Cost, \$40,000.

Kankakee—Bids received July 31 for school. Howard Baker, pres. District No. 110.

New Canton—Bids received for school, Dist. No. 167. Otis Ward, dir.

Jacksonville—The members of the board of education are looking for new ideas in school building construction for their new building.

E. E. Bavington, mem. board.

Witt—Archts. A. B. Frankel, East St. Louis, is receiving figures for 2-story school. C. H. Rolston, secy.

Benton—Bids received for 2-story school. Dist. No. 48. G. W. Ashby, Archt., Chicago; J. J. Hill, secy.

Quincy—Bids received August 8 for school. Dist. No. 172. E. B. Clarke, Archt.; C. I. Sears, bus. mgr.

Chicago—Plans have been discussed for a technical school for sons of Pullman employees to be begun in October on 111th Street. The cost of the buildings will probably reach half a million dollars and will be built for enlargement. Frank O. Lowden, president of the board of directors.

INDIANA.

Indianapolis—Bids received August 5 for remodeling School No. 36. Chas. E. Bacon, Archt.

Young America—Archts. Griffith & Fair, Ft. Wayne, have plans for erection of 2-story school next spring. Saul Hirsch, trus., R. No. 12. Galveston. Cost, \$40,000.

State Line—Bids received August 6 for two 1-story schools. J. McCoy, Archt., Danville; J. Cavenaugh, trus.

Rensselaer—Bids received August 12 for 2-story high school in Barklay township, Jasper county. R. M. Hyde, Archt., Chicago, Ill. Cost, \$15,000.

Brownburg—Bids received August 9 for one-story school, Dist. No. 1, Brown township. C. F. Pennington, trus.

Plainfield—Bids received August 9 for 2-story school building, Indiana Boys' school. H. L. Bass & Co., Archts., Indianapolis. Cost, \$32,000.

Corydon—Archts. A. W. Work has plans for 2-story high school. Cost, \$35,000.

Falmouth—Bids received August 11 for 4-room addition to school. W. S. Kaufman & Son, Archts., Richmond; A. J. Hall, trus., Mays.

Elnora—Proposals received August 9 for addition. J. W. Gaddis, Archt., Vincennes; J. E. Pershing, mem. board.

Peru—Bids received August 16 for 2-story high and grade school. Griffith & Fair, Archts., Fort Wayne; Marshall Jackson, trus., Butler township.

New Middletown—Bids received August 23 for 4-room high school building in Webster township. B. F. Smith, trustee.

IOWA.

Des Moines—Proposals received August 4 for addition to Benton school. Proudfoot, Bird & Rawson, Archts.

Kirkman—Bids received July 24 for school. Consolidated Independent school districts. E. B. Tucker, secy.

Davenport—The directors of the school board are considering plans for the erection of a manual training building.

Des Moines—The Walnut Creek school patrons have petitioned the board for a new school building.

Iowa Falls—Bids received August 18 for school.

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Lake City—Bids received August 2 for school in Lake Creek township. F. E. Hamilton, secy.

Lynnville—The Christian Reformed Church will erect a new farm school building.

Maquoketa—Bonds, \$20,000, have been voted for manual training building.

Odebolt—Bids received August 15 for school in Clinton township. Al. Manly, pres.

Tabor—Bids received for school in Rawles township. A. T. Williams, secy.

Tama—New bids will be received for school building.

Tennant—The school board is considering plans for a new consolidated school.

Des Moines—Site has been selected for the new Phillips school.

Council Bluffs—Proposals received August 23 for school building in Pottawattamie county. W. C. Van Pelt, secy. Lewis township.

Charles City—Bids received August 18 for 2-story school. A. R. Eggert, secy.

Council Bluffs—Improvements are to be made on the state school for the deaf. Cost, \$10,000.

Decorah—Bids received August 15 for erection of three schools in Dist. No. 1, 3 and 5, Madison township.

Gray—A new school will be built.

Iowa Falls—Contract will be let August 18 for high school.

Livermore—Bonds, \$23,000, have been advertised for sale for erection of school building.

Neola—Bids received August 9 for school, Dist. No. 8. H. I. Dakan, secy., Persia.

Oskaloosa—Bids received August 1 for school. Frank Coakley, secy.

Redding—Bonds have been voted for school. Rossie—Archts. James Cox, Easterville, has plans for 2-story school (blackboard, plumbing, heating). Cost, \$10,000.

Russell—Proposals received August 22 for erection of 2-story school. G. M. Kerns, Archt., Ottumwa; J. W. Plotts, secy.

Fort Dodge—Bonds, \$65,000 have been sold and the district will begin the erection of a new school.

Greenfield—A new school will be erected at Buffalo Hollow. Work will begin immediately.

Sioux Rapids—Bids received August 16 for the erection of a consolidated school. S. J. Hage, secy, Cornell.

KANSAS.

Pittsburg—New bids will be received for addition to Forest Park school. O. T. Cropper, secy. Cost, \$25,000. Bids received July 28 for school. M. Beam, clk. Dist. No. 98.

Dexter—Archts. C. A. Henderson, Coffeyville, will submit plans for 2-story high and grade school. E. W. Brington, secy. Cost, \$18,000.

Lewis—Archts. Mann & Gerow, Hutchinson, have plans for 2-story high school. J. F. Mallin, secy. Cost, \$25,000.

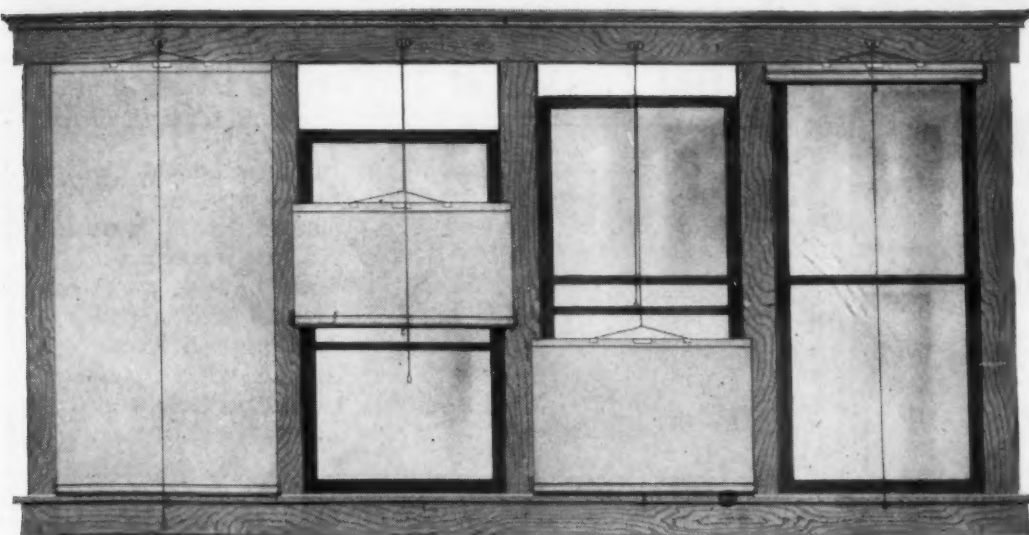
Hutchinson—Archts. Mann & Gerow, Hutchinson, have plans for 4-room school. Cost, \$5,000. T. C. Smith, secy.

Cedar Vale—Two-story high school will be erected. C. A. Henderson, Archt., Coffeyville. Cost, \$12,000.

Independence—Bids will be received for one-story district school, Dist. No. 38. F. F. Fletcher, Archt.; F. M. Ringle, chm. Cost, \$5,000.

Franklin—Plans are in progress for one-story school. Cost, \$3,000.

Chanute—New bids will be received for 2-



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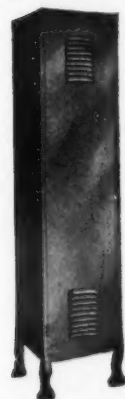
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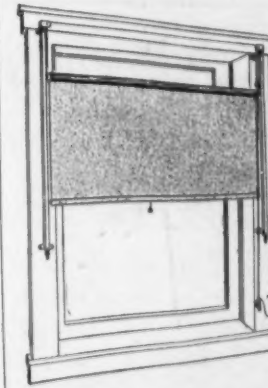
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MFRS.
Columbus, O.

story high school. A. T. Simmons, Archt.,
Bloomington, Ill. Cost, \$45,000.
Junction City—Bids received July 26 for
school. Dist. No. 12. John Tufts, Archt.; Mrs.
J. D. Davis, clk.

Quincy—Associate Architects Squires &
Brinkman, Emporia, have plans for 2-story
school. Cost, \$12,000.

Verdi—Contract has been let for one-story
school. Cost, \$4,000.

Gardner—The board of education contem-
plates the erection of a 2-story school. Cost,
\$25,000.

Caney—The board of education is planning
the erection of a 2-story manual training and
domestic science building. Cost, \$20,000.

Independence—Bids received August 9 for
school. Dist. No. 36, Montgomery county. F.
M. Ringle, chm.; F. F. Fletcher, Archt.

Fredonia—Bids received September 2nd for
high school. A. I. Decker, Supt. Cost, about
\$50,000.

Pratt—Bonds, \$35,000, have been voted for
new school.

Langdon—Archts. Mann & Gerow, Hutchin-
son, have plans in progress for a school build-
ing. Cost, \$7,000.

KENTUCKY.

Lexington—Archts. Smith & Bedford have
preliminary plans for 8-room school with audi-
torium, St. Paul's Church. Rev. L. De Wagen-
nere. Cost, \$30,000.

Louisville—The Sisters of the Good Shepherd
will erect an industrial school for negro girls.
D. X. Murphy, Archt., Louisville. Cost, \$250,-
000.

LOUISIANA.

St. Bernard—A colored industrial school will
be erected. Clement Story, Supt.

Starks—The Calcasieu parish school board
has ordered a new high school building. Cost,
\$20,000.

Doyle—The city has voted a tax to erect
school. Address Livingston Parish school di-
rectors, Springville.

Harvey—Jefferson Parish school board, Gret-
na, has plans for school (7 rooms). Favrot &
Lyaudais, Archts., New Orleans. Cost, \$6,300.

Lake Charles—A new school will be erected
by the Sisters Marianites of the Holy Cross
at Ryan St. and Miller Ave. Cost, \$40,000.

MARYLAND.

Boonsboro—Archts. A. J. Klinkhart, Hager-
stown, has plans in progress for 2-wing addi-
tion to school.

Baltimore—Archts. J. K. Stack is receiving
bids for the erection of a 3-story school, St.
Paul's Church. Rev. M. F. Foley, pastor.

MASSACHUSETTS

Boston—Archts. Richardson, Barott & Rich-
ardson have plans for 2-story school. Cost,
\$32,000.

Fall River—Archts. J. M. Darling, Fall River,
has plans for the remodeling of 2-story agri-
cultural school building, at Segragansett, Fall
River. Bristol County Agricultural School.

Haverhill—Sites are being considered for
grammar school. Address Mayor Moulton.

Worcester—Two-story addition will be built.
John P. Kingston, Archt.

South Hadley Falls—Archts Geo. P. B.
Alderman & Co., Holyoke, have plans in pro-
gress for 2-story school. J. T. Lynch, chm.
committee. Cost, \$70,000.

Brockton—A \$60,000 loan order for the pur-
chase of land on which to erect a new girls'
high school has been passed by the city offi-
cials.

Belmont—Figures received until September 4
for the erection of an 8-room school. Wm.
Chapman, Archt., Boston; Geo. C. Flett,
chm. committee. Cost, \$40,000.

Worcester—Bids received August 9 for the
erection of a school on Lovell Street. E. P.
Fitzgerald, Archt.

Dalton—Plans are being discussed for a
high school with a seating capacity of 200
pupils (industrial and household arts depart-
ments). H. L. Allen, Supt.

MICHIGAN.

Deerfield—Archts. W. B. Dowling, Toledo, O.,
has plans for 2-story school and residence
building, St. Alphonsus Church. Rev. J.
Haden, pastor. Cost, \$12,000.

Mecosta—Archts. Osgood & Osgood, Grand
Rapids, have plans for school. F. O. Reddick,
secy.

Nathan—Bids received July 26 for addition.
Fred Golden, secy.

Romoo—A majority of the citizens have voted
for the erection of two new buildings.

Grand Rapids—Bids will be received for ad-
dition to high school. Wernette, Bradfield &
Meade, Engineers; Wm. A. Greeson, supt. board
of education.

Kalamazoo—Archts. E. W. Arnolds, Battle
Creek, has plans in progress for 3-story nor-
mal school. L. L. Wright, secy., state board
of education, Lansing. Cost, \$75,000.

Royal Oak—Archts. S. D. Butterworth, Lan-

sing, has plans in progress for 7-room high
school with auditorium. A. W. Wilson, secy.
Cost, \$40,000.

Detroit—The school board is considering
sites for the new Woodward high school.

Jackson—The school board has adopted a
report which requested \$300,000 with which to
erect two intermediate schools to accommodate
pupils of the seventh, eighth and ninth grades.
Manual training will be a feature of the work.

Grand Rapids—Engineers Wernette, Brad-
ford & Meade are preparing plans for a one-
story school building. Wm. A. Greeson, Supt.

MINNESOTA.

Littlefork—Archts. Wm. P. Allred, Jr.,
Duluth, has plans for addition to school. Cost,
\$8,000.

Lewisville—Bids are being received for ad-
dition to school. H. C. Gerlach, Archt., A. H.
Sacker, chm. building committee. Cost, \$2,000.

Mountain Lake—Bids will be received for re-
modeling school. H. C. Gerlach, Archt., Man-
kato.

Boyd—Archts. Martin Granum, Montevideo,
has plans for addition to school. Cost, \$7,000.

Grand Rapids—An addition will be built
for the high school. Cost, \$40,000.

Holt—A new school will be built in Dist.
145.

Winona—Archts. W. K. Fellows, Chicago,
Ill., has plans for new high school.

Owatonna—A new school is contemplated for
the Sacred Heart Academy. Cost, \$25,000.

Adrian—The school is being remodeled. W.
F. Keefe, Archt., St. Paul.

Cyrus—School will be erected to cost \$6,000.
Hendrum—Archts. Hartford & Jacobson, St.
Paul, have plans for school improvements
(septic tank system, pneumatic water pressure
system, ventilation and heating).

Holt—Bids received August 5 for school,
Dist. No. 146. G. E. Olson, clk.

Indus—School will be built. Cost, \$6,000.
New Ulm—Plans are being made for erection
of high school.

Bergville—School will be erected.
Paynesville—The school board will rebuild
the building damaged by storm.

Sandstone—Bids received August 9 for addi-
tions and improvements for Bear Creek, Sand
Creek and Carlson schools.

Trail—Bids received August 9 for school.
Louis Olson, clk.

Virginia—Bids received August 4 for new
school. N. A. Young, clk.

Minneapolis—Archts. C. H. Beckel is receiv-

ing figures for the erection of a one-story
school (gymnasium and auditorium) for Geth-
semane Norwegian Church. Rev. T. A. John-
son, pastor.

Farmington—Archts. Alban & Hauser are
receiving figures for 2-story high school build-
ing. H. W. Hosmer, clk.

Brainerd—The Townsite Company of Barrows
has granted to a school district two acres of
land north of Block 44 for the new school
building. Cost, \$10,000.

Little Falls—Bids received August 4 for the
building of a 2-story addition.

Virginia—A modern school will be erected.
W. T. Irwin, mem. board. Cost, \$7,000.

Waseca—A site for a new farm school has
been inspected.

MISSISSIPPI.

Batesville—The city will issue \$4,500 of
school improvement bonds. J. B. Oothers, clk.

Indianola—Bids received August 21 for gen-
eral construction of school building exclusive
of heating and plumbing. Ben Price, Archt.,
Birmingham, Ala.; Wm. Garrard, secy.

MISSOURI.

Hale—Figures will be received for addition
to school. Cost, \$6,000.

Wakenda—Bids received for school, Dist.
No. 125. W. P. Huffman, R. No. 4.

Kansas City—The North Kansas City school
district has voted \$5,000, bonds, for the erec-
tion of a school.

St. Louis—Proposals received August 7 for
school. Wm. B. Ittner, Archt., St. Louis; P.
J. Walters, clerk of Hancock consolidated
school district.

Carthage—Figures received August 7 for 2-
story school. Wm. B. Ittner, Archt., St. Louis.

Mindenmines—Bids will be received for 2-
story school at Minden. G. J. Munn, Archt.,
Pittsburg, Kans.; H. C. Chencellor, Jr., pres.
board, Minden. Cost, \$20,000.

Verona—Work has begun on 2-story school
for the Catholic Church. H. W. Brinkman,
Archt., Emporia, Kans.; Rev. Fr. Andrews,
rector.

Boonville—The school board is contemplat-
ing the erection of a 2-story high school. Wm.
Mittlerock, secy. Cost, \$50,000.

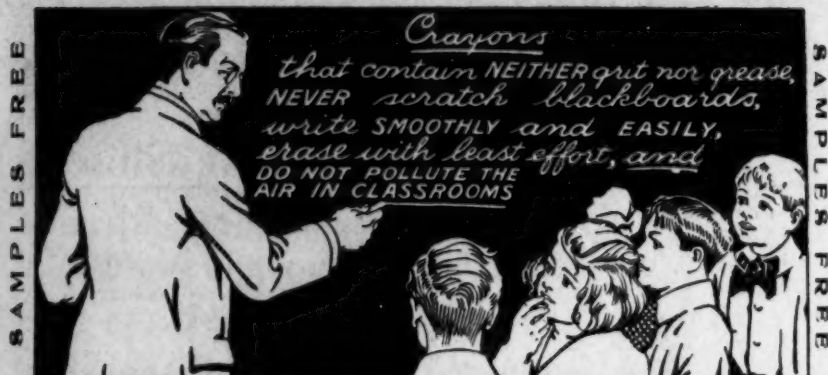
Marshall—The school board is contemplating
the erection of a school. Dr. E. Sharp, pres.
Cost, \$10,000.

MONTANA.

Stevensville—Bids received August 5 for 2-
story school, Dist. No. 2. E. O. Lewis, clk.

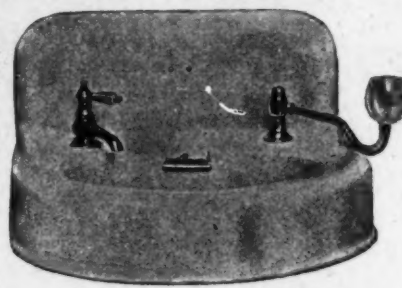
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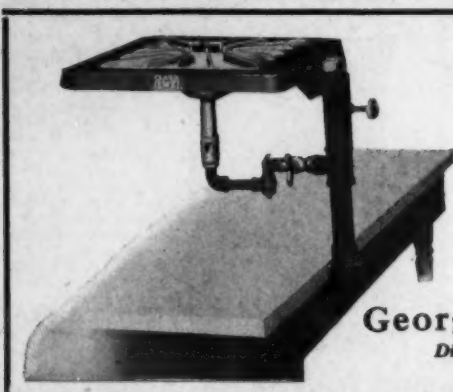
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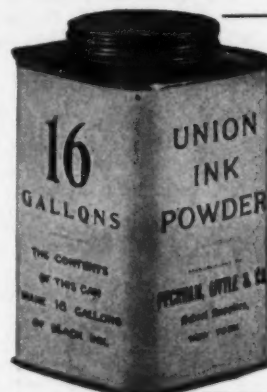
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Eureka—Bids received August 2 for school, Dist. No. 18. Mrs. O. W. Workman, clk.
Geysers—Bonds, \$5,000, have been voted for school. Thomas Harney, clk.
Medicine Lake—Bids received August 23 for school. C. E. Comer, clk.
White Sulphur Springs—Bonds, \$16,000, have been voted for school.

NEBRASKA.

Lincoln—Bids received July 22 for school, Dist. No. 107. R. G. Cox, cham. committee, R. No. 6; J. H. Felt, Archt., Kansas City, Mo.

Minden—Bids will be received for 2-story school. G. J. Munn, Archt., Pittsburg, Cost, \$20,000.

Alliance—Bids received July 26 for school in Dist. No. 11. Chris. Nepper.

Bertrand—A \$6,000 shop will be erected for the agricultural school at Curtis.

Franklin—Bids received August 1 for erection of school. E. F. Palmer, clk.

Stanton—Bids received July 21 for school. P. N. Glantz, director.

Carroll—Bonds, \$20,000, have been voted for erection of school. Address clerk of school board.

Albion—School will be erected in Dist. No. 76.

Obadiah—Archt. J. O. Stitt has been employed to prepare plans for the normal school. St. Edward—A kindergarten building will be erected.

Auburn—A new school will be erected in District No. 62.

Beaver Crossing—The school board has advertised for plans for a new school building.

Belmont—A new school is being discussed.

Chapman—A modern school building will be built.

Fairbury—A school will be erected.

Fremont—A parochial school will be erected to cost \$30,000.

Guide Rock—A new high school will be erected. The school board is agitating the question of a new school.

Pauline—The school board will have a sinking fund of \$7,500 for a new school.

Orleans—Plans are being considered for a new school.

Stapleton—The school board has discussed with Architect Reynolds of North Platte, Neb., the preparation of plans for a school building.

NEW HAMPSHIRE.

Keene—Bids received August 3 for 2-story normal school building. Keene Normal School. Brainerd & Leeds, Archts., Boston, Mass.; Mr. Mason, principal. Cost, \$75,000.

Concord—Archt. H. T. Blanchard, New York City, N. Y., has plans for 13-room school. Mr. Rundlett, pres. board. Cost, \$70,000.

NEW JERSEY.

Atlantic City—Bids are being received for 3-story school addition. Stout & Heibenack, Archts., Cost, \$75,000.

Little Ferry—Archt. Ernest Sibley, Palisade, has plans in progress for school. Cost, \$13,997.

Avalon—Archt. Lynn Boyer, Wildwood, has plans in progress for one-story school. Cost, \$15,000.

Englewood—Archt. J. F. Suppes has plans for school No. 3 addition, Teaneck township. M. Elliott, clk.

South Orange—Archts. Taylor & Mosley, New York, N. Y., have plans in progress for addition to academy building.

Berlin—Bids received July 28 for 2-story school. Berlin township. C. S. Adams, Archt., Philadelphia, Pa. Cost, \$35,000.

Scotch Plains—Archt. W. F. Brower, East Orange, has plans for 6-room addition to school.

Lodi—The Felician Sisters are contemplating the erection of a 3-story building for a convent, school and church. Carl Schmitt, Archt., Buffalo, N. Y. Cost, \$400,000.

Westfield—The school district of Westfield is considering the erection of a high school. Walter L. Cook, supervising architect, New York, N. Y.; Dr. Chauncey Egel, pres. board. Cost, \$100,000.

Roselle—Archt. Wilson Potter, New York, N. Y., has plans in progress for 2-story school. H. R. Benedict, pres. Cost, \$50,000.

Pleasantville—Archt. S. H. Vaughn, Atlantic City, has plans for addition to school. Cost, \$35,000.

New Brunswick—Bids received August 7 for 3-story agricultural building, State Agricultural College.

East Orange—Addition will be built for school on Lincoln Street. Guilbert & Betelle, Archts., Newark; W. A. Clapp, secy.

Carteret—Bids received August 18 for addition to School No. 2, Borough of Roosevelt. Wm. H. Boylan, Archt., New Brunswick.

Newark—Proposals received August 12 for erection of Burnett Street School addition (auditorium and gymnasium). R. D. Argue, secy.

Jersey City—Archt. J. T. Rowland has completed the preliminary plans for school No. 6.

Hackensack—Archt. Frank Eulich is receiving estimates on a 2-story addition to school. St. Mary's Catholic Church. Cost, \$12,000.

Livingston—Proposals received August 18 for the erection of a school. E. E. Twist, Archt., Passaic.

West Orange—Bids received August 18 for the erection of a 2-story high school with auditorium. Dillon, McLellan & Beadel, Archts., New York, N. Y.; T. H. Farr, pres. school district board. Cost, \$107,000.

Millbury—Contract has been let for the construction of a concrete high school. John T. Simpson, Architect and Engineer, Newark. Cost, \$47,000.

NEW MEXICO.

El Rito—Proposals received August 14 for the rebuilding of the Spanish-American Normal School. Separate bids for heating and plumbing. I. H. & W. M. Rapp Co., Archts., Santa Fe and Trinidad, Colo.; Samuel Eldred, secy., Santa Fe.

NEW YORK.

Rochester—Bids will be received for 2-story school. Hutchinson & Cutler, Archts.; J. L. Keenan, Franklin Institute. Cost, \$38,000.

Troy—Proposals received August 5 for additions and improvements for Public School 18, Sycaway District. C. E. Loth, Archt.; Jas. M. Riley, secy.

Davenport—Figures are being received for 4-room school. Orio Epps, Archt., Oneonta. Cost, \$4,000.

Capron—Proposals received August 11 for erection of grade school. Clarence Burt, clk.; W. G. Frank, Archt., Utica.

Jamestown—Bids have been received for addition to school. Rulifson & Hammet, Archts.

Unadilla—Figures are being received for school. Albert Ireland, trus.

Hudson—Bids received August 5 for 3-story high school. Wm. T. Towner, Archt., New York City. Cost, \$75,000.

Otisville—Archt. Wm. T. Towner, New York

City, has plans for 2-story school. Cost, \$35,000.

Valhalla—Bids received August 1 for erection of school, Dist. No. 7, town of Mt. Pleasant. Frank H. Brown, Archt., White Plains.

Caledonia—Figures will be received August 18 for 8-room school. J. M. Platt, Archt., Rochester. Cost, \$20,000.

Tarrytown—The school district of Tarrytown has considered the erection of an addition to school. F. V. Millard, president.

New York—Bids will be received for addition to training school, Salvation Army. Wm. A. Swasey, Archt. Bids received August 11 for culinary room at Public School No. 7. C. B. J. Snyder, supt. bldgs. Bids received for school No. 51. C. B. J. Snyder, supt. bldgs. Cost, \$250,000. Archt. E. A. Josselyn and Architects Howell & Stokes have plans for school buildings, Horace Mann School.

Yonkers—Bids received August 6 for alterations to School No. 12. G. H. Chamberlain, Archt. Cost, \$4,500.

Buffalo—Bids received August 15 for erection of School No. 60 (domestic science, assembly room, gymnasium). Howard L. Beck, Archt. Cost, \$90,000. Bids have been received August 15 for School No. 21 (4 rooms). Cost, \$10,000.

Mechanicsville—Bids received August 11 for addition to school. Fuller & Robinson, Archts., Albany. Cost, \$18,000. Favorable action has been taken on the question of a high school. A. J. Fry, Supt. Cost about \$90,000.

Niagara Falls—Preliminary plans have been completed for 3-story school for St. Mary's Church of the Cataract, to include auditorium, gymnasium, swimming pool, etc. Cost, \$90,000.

Cambridge—Archts. Brazee & Mallory, Saratoga Spa, are receiving bids for the erection of an addition to school. J. L. Hunt, chm. committee. Cost, \$17,000.

Jamestown—Archts. Freeburg & Fidler have plans in progress for the erection of a 2-story school building. Cost, \$7,500.

New York—Two new schools are to be built, one to be located on Avenue C and the other on Sixth Ave., and to cost \$240,000 and \$205,000 respectively.

NORTH CAROLINA.

Caroleen—The city will erect a school building. E. J. Abernethy, Supt.

NORTH DAKOTA.

Williston—Bids received July 28 for 6-room high school with domestic science and gymnasium. J. C. Woodruff, Archt., Minot; C. C. Mackenroth, secy.

Bellevue—Bids received August 5 for school. L. O. Milsten, clk.

Doyon—Addition will be built for Bartlett school.

Fargo—Contracts let July 30 for 16-room school at Courtenay and two rural schools at Hannaford.

Fessenden—Bonds, \$2,000, have been voted for school at Bremen.

Hillsboro—Bids received August 16 for school. Geo. Hilstad, clk.

Minto—Bids received for completion of Medford school building.

Swartwood—Bids received August 8 for two schools in District No. 29. S. J. Hagen.

Dawson—Bids received for school, Dist. No. 12, Kidder county. F. S. Mahn, pres.

Hurdtsfield—Bids received for two schools in Eureka, Dist. No. 36. R. C. Harris, clk.

Lisbon—Four-room consolidated school will be built in Moore township.

Manning—Bids received August 9 for school. Joseph Peleska, clk., New Hradec.

Mapes—Bids received August 18 for school No. 3 in Rubin township. O. A. Pennington, clk.

Medora—A new school will be erected.

Napoleon—Bids received August 25 for school, Dist. No. 5. John Franz, clk.

Neche—Bids received for addition to school. C. N. Murphy, clk.

Strum—A new school will be erected near Gwinner. Cost, \$8,000.

Taft—Bids received August 5 for school. Mrs. E. G. Ward, clk.

OHIO.

Columbus—Proposals received August 19 for the excavation and foundation of Studer Ave. school. D. Riebel & Sons, Archts.

Niles—Archt. W. G. Eckles, New Castle, Pa., has plans in progress for 2-story high school with auditorium. A. E. Hackett, chm. committee. Cost, \$130,000. Archt. W. G. Eckles has plans for 4-room addition to school. Cost, \$20,000.

Garrettsville—Figures received August 1 for 2-story school. A. C. Hopkins, clk. Nelson township school district, R. No. 25. Garrettsville; R. F. Thompson, Archt., Youngstown.

Portsmouth—Figures will be received for one-story school, Clay township. Harrison Allen, clk.; DeVoss & Patterson, Archts.

North Jackson—Figures received August 15 for work on 6-room school. Kling & Zenk, Archts., Youngstown. Cost, \$13,000.

Crown City—Bids received for 2-story school. T. S. Murray & Son, Archts., Ironton; A. V. Caldwell, clk. Cost, \$6,000.

Greenfield—Figures are being received for 3-story high school. Wm. B. Ittner, Archt., St. Louis, Mo. Cost, \$100,000.

Murray—Contracts will be let about January, 1914, for 12-room school. E. S. Metheny, Archt., Crooksville. Cost, \$45,000.

Frankfort—Bonds have been voted for new school.

Dayton—Bids received September 15 for 4-room school. W. L. Jackie, Archt.; Fr. Chas. Pollichek, pastor, Magyar Holy Name Church. Cost, \$20,000.

New Philadelphia—Figures received August 21 for 12-room high school with manual training, domestic science and auditorium. F. L. Packard, Archt., Columbus; E. E. Sterner, clk. Cost, \$100,000. Figures received August 21 for 8-room school. Cost, \$30,000.

Millersburg—Figures received August 22 for 2-story school. F. L. Packard, Archt., Columbus. Cost, \$30,000.

Ottawa—Proposals received August 16 for school in Dist. No. 6. Henry Beidenbarn, clk. of Jackson township.

Kent—Proposals received August 27 for 3-story agricultural and training school, Kent State Normal School. Geo. F. Hammond, Archt., Cleveland; J. A. McDowell, secy. Cost, \$100,000.

Sugarcreek—Architects Howard & Merriam, Columbus, have plans in progress for 8-room school. Cost, \$25,000.

Gallon—Architects Howard & Merriam, Columbus, have sketches for 12-room high and grade school. Cost, \$100,000.

Toledo—The school board has made a selection on a site for the new South Side high school.

Newark—Bids received for 4-room school. Harry Dotson, clk.

Niles—Archt. W. G. Eckles, New Castle, has begun plans for a high school building and

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a 4-room addition to grade school. G. R. Miller, clk.

Middletown-Archit. Geo. Barkman, Hamilton, has plans for 2-story grade school. Thomas Hunter, clk. Cost, \$50,000.

Lodi-New bids will be received for the erection of a 2-story school. W. R. Grannis, clk.; Vernon Redding, Archt., Mansfield.

Lima-Architects of Lima and other cities have been invited to submit sketches on August 18 for a \$50,000 school building in Shawnee township.

OKLAHOMA.

Jenks-Bids received August 15 for school. George Winkler, Archt., Tulsa. Cost, \$15,000. Tulsa-The board of education is contemplating the issuance of \$50,000 in bonds for the erection of school buildings. O. H. P. McDowell, secy.

Newkirk-Archit. F. D. Rixse, Wichita, Kans., has plans in progress for 3-story high school. Cost, \$40,000.

Forgan-Construction work has begun on a consolidated school. Address The Mayor. Cost, \$10,000.

OREGON.

Rainier-The school board has decided to build a new school, cost not to exceed \$15,000. T. E. Hughes, mem. board.

Lapine-The citizens have authorized a bond issue of \$10,000 with which to erect a school building.

PENNSYLVANIA.

Pittsburgh-Archts. Vrydagh & Wolfe have plans for 2-story Dilworth school. Cost, \$185,000. Archts. Ingham & Boyd will prepare plans for school to cost \$185,000. C. L. Woolridge, supt. bldgs. Archt. O. M. Topp has preliminary plans for Hazelwood school. Cost, \$110,000.

Sagamore-Bids received July 30 for one-story school. A. F. Rareigh, Archt., R. No. 2, Dayton; L. Buchanan, secy.

Media-Bids received July 31 for 2-story school at Collingdale. H. C. Richards and W. L. Blythe, Archts., Philadelphia. Cost, \$35,000.

Old Forge-Bids received July 31 for remodeling of School No. 8. J. S. Duckworth, Archt., Scranton; D. J. Matthews, secy.

Scranton-Archit. Frank J. Miller has plans for school. Cost, \$30,000.

Johnstown-Archit. H. M. Rogers has plans for 2-room school in Richland township. Hiram Wingard, secy. Cost, \$9,000.

Marcus Hook-Bids received for 4-room addition, Seventh Street school. Florie Barlow, secy.

Dupont-Bids received July 29 for school in Tannery, Pittston township. John Keefe, secy.

Yardley-Bids are being received for 2-story school. Heacock & Hokanson, Archts., Philadelphia. Cost, \$25,000.

Philadelphia-Archts. McGlynn & McGirty, have received bids on revised plans for 2-story school, St. Donato Church. Cost, \$40,000.

Scranton-Archit. H. Rutherford has plans in progress for the erection of an 8-room school. Cost, \$50,000.

Blairsville-The city will vote this fall on bonds for a 16-room school. C. C. & A. L. Thayer, Archts., New Castle; Claire Kennedy, secy. Cost, \$65,000.

Conshohocken-R. M. Campbell, secy of the board, is receiving bids on revised plans for the 2-story school. H. L. Reinhold, Archt., Philadelphia. Cost, \$60,000.

Norwood Station-Archt. G. I. Lovatt, Philadelphia, is receiving bids for one-story school, St. Gabriel's Church. Cost, \$35,000.

Bellwood-The board of school directors will receive new bids for erection of 2-story school at Third and Antis Sts. J. H. Hall, Archt.; E. N. Root, secy.

Mauch Chunk-Archit. M. G. Prutzman has plans for the erection of a school building. Parker Memorial School. Cost, \$25,000.

RHODE ISLAND.

Woonsocket-Bids received August 25 for high school. W. P. Fontaine, Archt.

SOUTH CAROLINA.

Lynchburg-Bids received August 11 for grade school. J. H. Sams, Archt., Columbia; T. N. Griffin, chm.

Charleston-Bids received July 26 for school building, George and Metting Sts. W. M. Whitehead, prin. high school.

Pacolet-School District No. 47 will vote on bonds for school building.

SOUTH DAKOTA.

Chester-Bids received August 10 for 2-story school. H. C. Jensen, clk.

Elk Point-Bids received August 16 for erection of school, Dist. No. 29. P. P. McAllister, chm.

Whitewood-Bids are being considered for new school.

TENNESSEE.

Dayton-The Rhea county commissioners will erect a high school.

Dunlap-Sequatchie county commissioners will erect a high school.

Gallatin-The Sumner county commissioners will erect a high school.

Huntington-The Carroll county commissioners are considering a bond issue to erect a number of schools. J. W. Williams, mem. committee.

Mountain City-The Johnson county commissioners will erect a high school.

Rutledge-The Grainger county commissioners will erect a high school.

Jellico-Archts. R. F. Graf & Sons, Knoxville, have plans for 2-story high school. Cost, \$10,000.

Memphis-The trustees of Shelby county industrial and training school will expend \$10,000 to erect a school building; will also erect a building to cost \$5,000 for colored students.

TEXAS.

New Braunfels-Bids received July 30 for 2-story school. Seutter & Shand, Archts., San Antonio; A. C. Coers, secy.

Hubbard-The city will vote August 11 on bond issue for high school building. Address the Mayor.

Round Rock-The Independent district has voted \$22,000, bonds, for a new school.

Roans Prairie-The city has voted \$5,000, bonds, for school building. Address the Mayor.

Postoak-The city has voted bonds to erect school building. Address the Mayor.

Vernon-The city has voted \$16,000, bonds, for school and street repairs. Address the Mayor.

Belton-Plans have been approved for the Highland school at a cost of \$1,000 and the Academy District school at a cost of \$1,500.

Gatesville-Bids received August 12 for school. C. H. Page & Bros., Archts., Austin; T. R. Meara, Mayor.

Jayton-Bids received August 15 for 10-room school. E. G. Withers, Archt., Stamford; J. E. Robinson, pres.

Terrell-Bids received August 2 for 8-room school. Van Slyke & Woodruff, Archts., Fort Worth; M. W. Raley, pres.

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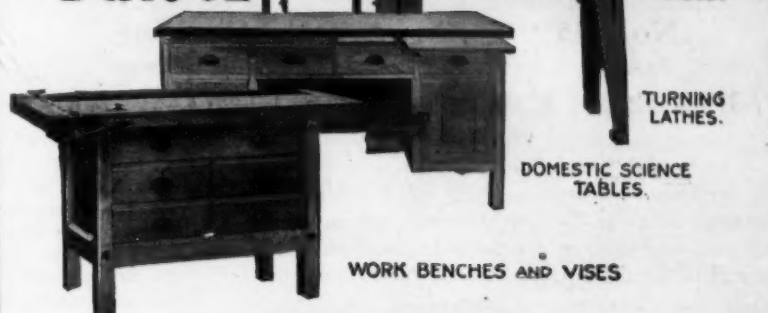
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WISCONSIN.

Racine-Proposals received August 7 for school on DeKoven Ave. Chandler & Park, Archts.; J. J. Moritz, secy.

Norwalk-Archts. Parkinson & Dockendorf, La Crosse, have plans for addition to school with auditorium. Geo. Wals, mem. board. Cost, \$10,000. Bids in August 1.

Knowlton-Bids received July 31 for school. Dist. No. 3. Earl Hibbard, clk.

Hayward-Proposals received August 21 for additions to dormitories at the Hayward Indian School. Otto Sells, commissioner of Indian Affairs, Washington, D. C.

Randolph-The school board is contemplating the building of an addition to cost \$4,000.

Siren-A new school will be erected to cost \$3,000.

Oconto-A parochial school will be erected for St. Mary's congregation. Cost, \$30,000.

Willard-A new school will be erected two miles from town.

Menomonie-Figures received about August 15 for 4-story building, manual training department of Stout Institute. L. D. Harvey, pres.; J. D. Chubb, Archt., Chicago, Ill. Plans are in progress for 6-story building, domestic science department of Stout Institute.

Beloit-Bids received August 2 for addition to Gastro school. F. H. Kemp, Archt., Beloit.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., OF THE AMERICAN SCHOOL BOARD JOURNAL.

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(Signed) FRANK M. BRUCE, Publisher.

Sworn to and subscribed before me this 21st day of March, 1913.

(Seal) WILLIAM C. BRUCE, Notary Public, Milwaukee County, Wisconsin. My commission expires September 14, 1913.



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Advanced School Ideas.

A well-known educator tells of a school of advanced ideas in Boston, wherein no pupil is ever punished in any way, the individuality of every child being held too sacred for repression.

One day, according to Harper's magazine, soon after her entrance into this school, one little girl came home with a face wet with tears and her mouth covered with blood.

The mother was greatly alarmed, and, taking the child into her arms, asked what had happened.

The story of what had happened was sobbed out to the sympathetic mother. One Sammy Parker, it seemed, had struck the little girl and knocked out a couple of teeth.

When the unfortunate youngster had been restored to equanimity her father, who had in the meantime put in an appearance, naturally enough wanted to know how the teacher dealt with Sammy.

"She didn't do anything."

"Well, what did she say?"

"She called Sammy to her desk and said: 'Samuel, don't you know that was very anti-social.'"

How Did It Get Over?

The physiology instructor in a Western high school asked in the annual examination about the circulation at the extremities, intending of course, to elicit a description of the capillary circulation.

His satisfaction of a year's work well done was considerably disturbed to find in the paper of one boy that the blood ran down one leg and up the other.



Answered.

School-Teacher—What farm papers does your father take?

Son of the Village Tightwad—First mortgages!—Puck.

THE FIRST DAY AT SCHOOL.

A very small boy came home at recess-time, with his slate and books, on the first day of school, with this explanation in his mouth.

Ma, 'tain't no use for me to go—

She don't teach nothin' that I know.

She talks about the birds an' trees

An' never mentions A-B-C's.

Sings 'bout fishes in the brooks

An' says we needn't bring no books.

An' when I told my name was Ted,

What d'you think she went an' said?

"Your really name is Theodore

An' we won't call you Ted no more."

So when she marched us out to play

I 'cided I'd come home to stay,

For 'tain't no use for me to go—

She don't teach nothin' that I know.

—Mary White Slater in *Everybody's*.

An Original Thinker.

A studious person can, by thinking long enough, find reasons for almost anything. They will not be necessarily good reasons, but they may be presentable—like those of the young man who, in a physics examination, was asked, "Why will not a pin stand on its point?" Pearson's tells the story:

He considered the proposition a long time, and then answered:

"In the first place, a point is defined by Euclid as that which has no parts and no magnitude, and how can a pin stand on that which hath no parts and no magnitude?"

"In the second place, a pin will not stand on its head, much less, therefore, will it stand on its point."

"Thirdly and lastly, it will, if you stick it in hard enough."

Taking No Risk.

Historical disputes are notably hard to settle, as the teacher of a New York school attended by pupils of many nationalities recently discovered. A very little chap, usually quick-witted and obedient, was thrown into a panic by the teacher's question as to who discovered America.

"Teacher," he pleaded, "please ask me something else!"

"But, why, Jimmy?"

And this, after careful coaxing, was Jimmy's explanation of his reluctance:

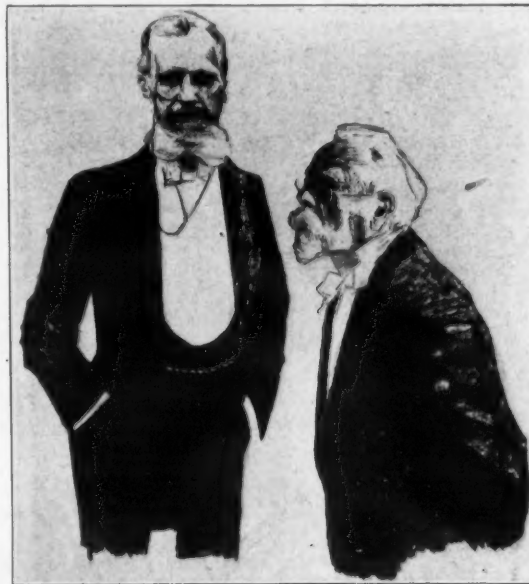
"The fellers was talkin' 'bout it yesterday, after school. Pat McGee said America was found first by an Irish saint. Olaf, he said it was a sailor from Norway what found it, an' Giovanni said it was Columbus. An'—"

"And—what, Jimmy?" pressed the teacher.

"If you'd seen what happened, you wouldn't ask a little feller like me!"

Elegy.

The schoolbell tolls the knell of summer joy,
The long vacation fades and dies away,
The mother schoolward shoos her little boy,
For culture calls and children must obey.

**Those School Surveyors.**

"How is our friend Professor Grafton's position on the school inquiry regarded?" asked Superintendent Jones.

"Well," answered Supervisor Smith, "the general impression is that his position is a very lucrative one."

Couldn't Spell.

"Eddication nowadays don't amount to shucks!" exclaimed the old man. "Thar's young Bill Smithers took an engineerin' course at college and then put up a sign on his carriage house and hadn't no more sense than to spell 'carriage,' 'g-a-r-a-g-e'!"

No Enforced Inebriety.

A professor in the Cornell Law School was lecturing on the question of intoxication as a defense to criminal prosecution.

"Professor," asked a freshman, "suppose a man should be seized, carried into a saloon and forced to become intoxicated, and then should go out and commit a crime. Would intoxication be a defense?"

"We won't go into that," replied the professor. "I don't believe a man can get very drunk without a certain amount of contributory negligence."

In Der Schule.

Lehrer—"Urspruenglich war die Erde ein feuerfluessiger Koerper, der sich zu einer Kugel zusammenballte. Kann mir vielleicht einer von Euch aus eigener Anschauung einen Fall nennen, wo eine Fluessigkeit eine kuglige Form bildet?"

(Allgemeines Stillschweigen. Ploetzlich erhebt Paulchen die Hand.)

Lehrer—"Brav, Paulchen! Nun?"

Paulchen (Sohn eines leistungsfahigen Biertrinkers)—"Mein Papa!"

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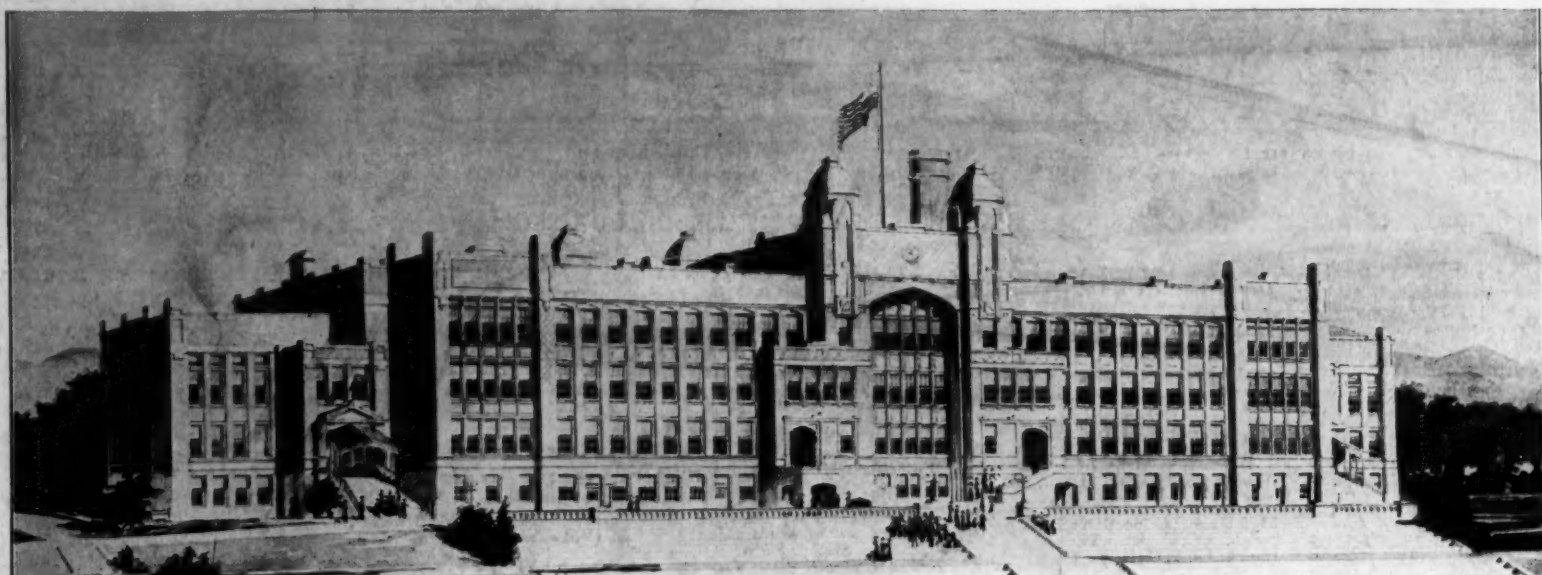
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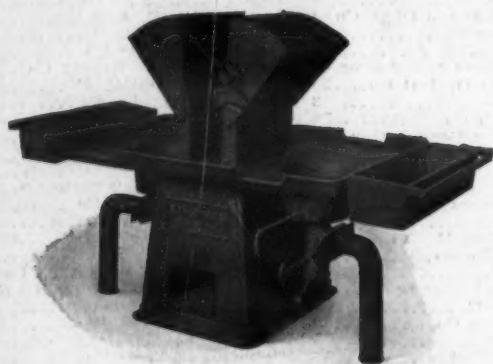
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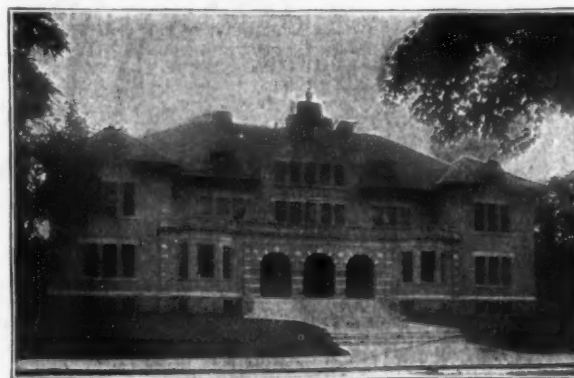


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